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ABSTRACT

A study analyzed the operation of state education agencies (SEAs) as they promote and develop the concept of community education (CE) in their respective states and assessed the impact of federal support on the capabilities of SEAs to develop their capacities in the community education area. Data were collected from 1001 respondents from the fifty states and the District of Columbia, which completed one of four evaluation instruments: an SEA activity questionnaire describing the resources and activities of state CE offices; interviews administered to SEA staff at thirty-eight sites; a training/technical assistance mail questionnaire assessing the content and usefulness of such assistance and the quantity and quality of interaction between SEAs and local community educators; and a local data monitoring procedure form completed by directors of the thirty-seven federally funded local CE programs. (Focus of this technical report of the study concentrates on the study background, design, methodology, and findings and includes numerous data tables. The less technical aspects of the study, including an overview of the project, the community education concept, the historical development of community education, and the evaluation design is also available through ERIC--see note.) (MN)

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EVALUATION OF THE COMMUNITY EDUCATION PROGRAM

VOLUME II - THE TECHNICAL REPORT

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PREFACE

This study was conducted by Development Associates, Inc. (DA) for the Office of Program Evaluation of the U.S. Department of Education. Pursuant to a competitive procurement, work began on the study in October 1979, most data were collected during spring and summer of 1980, and analyses were performed and the report written during the fall and winter of 1980. In commissioning the study, the Office of Program Evaluation implemented the annual evaluation mandate of the Community Education Advisory Council (CEAC). Together, they sought an evaluation of the role of State Education Agencies in developing community education throughout the 50 states and the District of Columbia.

From the study's inception, the Community Education Advisory Council provided valuable guidance and support. A special evaluation liaison was assigned to coordinate activities with the study. The study project director met with the CEAC on several occasions as well as the evaluation committee to review plans, instrumentation and preliminary findings. CEAC's Chairperson, James Green, and the evaluation liaison, Donald Butler, were especially supportive throughout the study.

In addition, Development Associates acknowledges the invaluable assistance of Edward Rattner, Paul Messier and Robert Maroney of the Office of Program Evaluation; Ron Castaldi, Margaret Beavan, Sam Drew, Martha Methee, and Gene Wilhoit of the U.S Department of Education Community Education Program and Bernard O'Hayre who served as the CEP's liaison with the study. Recognition should also be extended to the third-party evaluators employed by the SEA and LEA federal CE projects (see the appendix for a list of those evaluators).

Finally, the project director and the staff of this study wish to thank the community education coordinators in the 50 states and the District of Columbia for their extremely high degree of cooperation and help in conducting this study.

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CHAPTER 1

STUDY OVERVIEW

The purpose of this National Evaluation of the Community Education Program was twofold: (1) to describe and analyze the operations of state education agencies (SEAs) as they promote and develop the concept of community education (CE) in their respective states; and (2) to assess the impact of federal support on the capabilities of SEAs to develop their capacities in the community education area. The focus on SEAs and state capacity building is particularly appropriate at this time for several reasons. During recent years, the SEAs have been defining and assuming greater roles in community education. In many states they represent the dominant leadership presence, although the configuration of leadership elements is still developing in most. The federal Community Education Program (CEP) has placed heavy emphasis on state capacity-building through SEA development, thus supporting this emergence of SEA leadership. Moreover, the evaluation comes at the conclusion of a four-year federal funding cycle and the beginning of a new period of federal support. Thus, the 1980 program year can be seen as a significant point at which to examine both the leadership of SEAs and the impact of the federal program, as well as make recommendations to national and state policymakers in community education.

The general scope and focus of this evaluation was established by the Community Education Advisory Council (CEAC), which has a significant role in the community education policy making process. The Council was first established by the Community Schools Act, 1974, and further sustained by the 1978 CE amendments.[1] Among its major mandates is that of conducting evaluations of community education and reporting evaluation and other assessment results to the Congress and the Secretary of the U.S. Department of Education. The report of this study, therefore, partially fulfills the Council's assessment and reporting responsibility, as well as its leadership role in community education.

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[1] Community Schools Act, 1974, (P.L. 93-380) and the Communities Schools and Comprehensive Community Education Act, 1978 (P.L. 95-561).

A. THE COMMUNITY EDUCATION CONCEPT

Community education is an emerging, evolving concept. Central in its development seem to be several fundamental precepts with historical roots in American life and education. Among these precepts are the following:

- that learning for the individual is a lifelong process having both an academic dimension and a social dimension:
- that the effectiveness and relevance of learning is inevitably linked to individual experience and need;
- that the community setting and community resources are major factors influencing the potential for an individual's personal growth and development, and, therefore, should be important elements in the functioning of public education;
- that public education should be linked to individual growth and community development, both in the use of institutional resources and in determining educational goals and procedures:
- that a community's educational, social, and political systems are the servants of its citizens and therefore should include the citizenry in their decision-making processes; and
- that the ultimate goal of education is to improve the quality of life for the citizens of a community.

The contemporary origins of community education in practice can be traced back more than 40 years, years that have seen the concept evolve from one that was primarily programmatic, emphasizing the physical setting in which educational and recreational activities were carried out, to one whose emphasis is on the process used to implement community involvement activities. Community education, though, is still an elusive concept that defies standard definitions. In practice, the emphasis varies. To some, community education is a philosophical approach to education and the role of schools in society; to others it is a composite of relatively specific activities and programs; and to still others it is a process through which schools, other public institutions, and community residents mutually work to improve the quality of community life in the most cost-effective ways possible.

For purposes of operating a federal program supporting the implementation of the concept across the nation, the Community Schools Act in the 1978 Education Amendments defines community education as:

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> ...a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college (or a related extension center), is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, health care, cultural, and other related community and human services for the community that the center serves in accordance with the needs, interests, and concerns of that community.[2]

Although the conceptual confusion may perplex some persons involved with community education, it can be viewed as a result of the current period of growth and transition in the field. In fact, the researchers who conducted an earlier Development Associates evaluation of the Community Education Program concluded that inherent in transforming an educational concept into a federal program is a period of defining program goals and developing operational guidelines.[3] Community education is likely to continue to generate discord among its adherents as the field evolves and new participants help to further shape community education as a concept and as a practical program serving local citizen needs in communities across the country. The sensitivity of the concept to changing societal needs and its flexibility further adds to this evolutionary process.

Currently, the federal and state governments have assumed a leadership position in promoting and guiding the evolution of the community education movement, and it is at the state level where some of the most significant changes in community education have been occurring. These changes were provided further impetus by the Education Amendments of 1978 which, in addition to reauthorizing the Community Schools Act, also encouraged the states to expand their role as leaders in community education.

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[2] Ibid.

[3] An Evaluation of the Community Education Program, The Final Report, Washington, D.C.: Government Printing Office, 1978.

B. THE SEA ROLE

At the time of Congressional action on community education in 1974, only nine of the states reported funding a community education position at the state level.[4] However, with the arrival of federal legislation, the number of funded positions at the state level jumped successively from 15 in 1975, to 33 in 1977. Currently, all 50 states and the District of Columbia have designated officials for community education activities. This sudden addition of "participants" in the community education movement has precipitated a period of "sorting out" of roles and redefinition of relationships by SEAs, involved institutions of higher education and other national groups and organizations. (These recent developments have also resulted in the development of the National Council of State Education Agency Community Educators - NCSEACE.)

In an effort to determine the appropriate role of SEAs in the implementation of community education, the Council of Chief State School Officers, in 1977, commissioned a study of SEAs' concept of their existing and future roles in community education. Given new funding, new responsibilities, and a rash of requests for assistance from LEAs, there was an obvious need for states to define their role.

> The justification for this study was based upon the need for coordinated planning in community education efforts that involved SEAs; the need to design appropriate state and federal legislation; and, the need to fill the relative void in empirical research related to the perceptions of Chief State School Officers regarding the roles of State Education Agencies in community education development.[5]

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[4] Migocki, David. "Prospectus for the Establishment of a Community Education Training Center at the University of Maryland" (unpublished paper presented to the Mid-Atlantic Center for Community Education), Md. State Department of Education; November, 1975, pp. 1-2, as cited in Community Education at the State Level. U.S. Office of Education, Department of Health, Education, and Welfare, Office of Education, Washington, D.C., 1976.

[5] Semple, Barry F.; DeLellis, Anthony J.; Brown, Jr., Fred; Community Education and State Education Agencies: An Assessment of Existing and Future Roles. Report No. 4, U.S. Government Printing Office, (1977), p. 6.

In that study, the provision of services to LEAs was ranked by the majority of Chief State School Officers as the primary role of the SEA at that time. This finding was confirmed in a subsequent study in 1979, by DeLellis and Semple where the top-ranked strategy for providing services to LEAs was to ". . . train LEA staff and community members . . ." as well as to help LEAs form community groups interested in community education programs and activities.[6]

The 1977 study by Semple, DeLellis, and Brown also reported what the Chief State School Officers perceived as desired future roles of SEA community education offices. In addition to the provision of technical assistance to local districts, the Chief State School Officers believed that SEAs should focus on future statewide activities for community education development. According to the report, the areas of desirable future concentration include:

> establishment of statewide Community Education Advisory Councils and goals; cooperative planning with other state agencies, and funding of a CE position at the SEA level . . . Of lesser priority was the need to provide general consulting workshops for local staff and/or community councils.[7]

These areas of emphasis were again confirmed in their 1979 study as DeLellis and Semple found that:

> the rankings of strategies pertaining to the establishment of statewide community education goals included identifying state-level agencies to participate, charging an SEA staff member with the responsibility for goal development, presentation of goals to the state board, forming a group to actually establish the goals, and the establishment of a process for goal development.[8]

It was against this backdrop of evolving leadership forces, continuing conceptual development, past study results, and the need for accurate evaluative information upon which to base present judgments and future strategies that this national evaluation study was conducted.

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[6] DeLellis, Anthony J. and Semple, Barry F.: Effective Strategies for State Education Agencies in Community Education Development: A National Assessment. The Council of Chief State School Officers, Washington, D.C. (1979), p.23.
[7] Op. Cit., p. 26.
[8] Op. Cit., p. 24.

C. ORGANIZATION OF THE REPORT

In an effort to accommodate the informational needs of the different audiences who may wish to make use of the evaluation outcomes, the results of this study are reported in two volumes.

Volume I - The Policy Report

Volume I, "The Policy Report," is organized into four distinct parts. There are two chapters in Part A, which present an overview of the study, the community education concept, the historical development of community education, and the evaluation design.

Part B describes SEA community education systems, including state commitment to community education, state operational practices and approaches for local program development. In Chapter 3, a Community Education Development Index (CEDI), consisting of 12 major elements, describes those systems. Chapter 4 describes state commitment elements, including state policy, financial resources and staffing. Chapter 5 presents six operational elements used by SEAs, and Chapter 6 focuses on local development activities conducted by the SEAs.

The two chapters in Part C focus upon national CE development. Chapter 7 addresses the federal community education strategy, emphasizing state capacity building, local model development, training and technical assistance, and the formula funding for the states. Chapter 8 describes approaches to monitoring and reporting at the local, state and national levels.

The six chapters in Parts B and C are organized around a series of questions central to the purposes of this study. The questions are presented and answered in such a way that the resulting discussion provides a summary of the findings as well as the study conclusions and recommendations. The final overall conclusions and recommendations appear in two chapters in Part D. Chapter 9 discusses the results of four years of federal funding. Chapter 10 provides an overview of the prospects for future development and evaluation in community education.

Volume II - The Technical Report

Volume II, "The Technical Report," includes more extensive discussions of the study background, design, and methodology and presents all of the findings of the study. Findings, data tables, copies of various exhibits and instruments, examples of reporting forms, etc., are presented in detail in the following six chapters and in the Appendix.

Chapter 2 presents a brief overview of the evaluation design, emphasizing overall data collection and analysis. A full description of the methodology is presented in Appendix E. Chapter 3 describes the SEAs' broad historical development, goals and accomplishments. It also describes SEA community education development systems. Chapter 4 presents findings on state level support for CE, emphasizing policies, legislation, organizational structures and staffing. Chapter 5 describes a variety of state CE office operations such as state plans, interagency cooperation and evaluation.

Chapter 6 describes SEA activities directed toward the development of local CE programs including training and technical assistance, while Chapter 7 presents an overview of the 37 local projects funded by the federal CEP in 1979-80. In addition, the effectiveness of the reporting form used to gather information on these projects is assessed.

Readers who wish only to review selected, issue-related findings and the conclusions and recommendations of the study should concentrate their attention on Volume I. Those who wish to review how the study was conducted or who wish to become familiar with the overall data collected in the study, to look for data in which they have a special interest, or to add a contextual dimension to the discussions in Volume I will want to read Volume II. A brief overview of the evaluation design follows in Chapter 2, and a full description of the methodology is presented in Section E of the Appendix.

CHAPTER 2

OVERVIEW OF THE EVALUATION DESIGN

The evaluation design for this study consisted of four major components:

- A SEA Activity Questionnaire completed by state CE coordinators in the 50 states and the District of Columbia describing the resources and activities of state community education offices;
- Site visits to 38 states consisting of interviews with the CE coordinator, three to five other members of the SEA staff, and four to six members of other state agencies related to CE;
- A Training/Technical Assistance (T/TA) Mail Questionnaire sent to 700 local recipients of state-provided or sponsored training and technical assistance to assess the content and usefulness of that assistance; and
- A Local Monitoring Data Procedure Form completed by the directors of the 37 federally funded local community education programs to test the usefulness of the form as a local performance report.

The major focus of the evaluation was on the activities and effectiveness of SEA community education offices. The SEA Activity Questionnaire, therefore, served as the most important source of information for the evaluation. Interviews with the community education coordinator, other SEA staff, and staff of related state agencies provided qualitative details concerning the history, operations, and effectiveness of the SEA community education office. Responses to the T/TA Mail Questionnaire allowed independent verification of the usefulness of assistance provided by the community education office. A secondary focus of the evaluation concerned the nature and operations of federally-supported local community education programs, and the Local Monitoring Data Procedure Form was used to collect such data. A summary of the numbers and types of respondents in all data collection activities of the evaluation is presented in the Methodology section of Appendix E.

A. DATA COLLECTION

Specific data collection techniques were designed and implemented for each of the four components. These techniques are described in the next two pages.

1. SEA Activity Questionnaire

The SEA Activity Questionnaire was mailed to CE coordinators in each of the 51 states. Coordinators in states which did not receive site visits were asked to return the questionnaire by mail. Coordinators in states which received visits were asked to complete and retain the questionnaire until the site visit staff arrived. Site visit staff then reviewed the questionnaire with the coordinator and returned it with other supplemental materials.

2. SEA Site Visits

Visits were conducted to a total of 38 states. Twenty-five of those visits were performed by third-party evaluators in federally-funded states, while an additional 13 visits were performed by Development Associates personnel in states without federal funding. All field staff received training in the use of the study instruments from senior Development Associates staff.

Prior to the visit, individuals to be interviewed were identified via a telephone interview with the CE coordinator. Within the SEA, the coordinator's immediate supervisor, a deputy or assistant superintendent with responsibility for CE, and one to three program staff members in areas related to CE (adult education, vocational education, etc.) were selected for interviews. Similarly, program staff members from four to six other state agencies (parks and recreation, aging, health, community colleges, etc.) with relationships to CE were also selected.

A typical site visit began with an interview with the coordinator, during which the site visit schedule was verified, the SEA Activity Questionnaire was reviewed, and the SEA Process Interview Guide was administered. Interviews were then conducted with SEA and other agency personnel. At the end of each visit, a brief exit interview was conducted with the CE coordinator.

3. T/TA Mail Questionnaire

A total of 700 questionnaires were mailed to individuals who had received training or technical assistance provided directly by or sponsored by the SEA community education office in the previous year. The population of possible respondents was identified through telephone interviews and forms provided to the SEA community education coordinator. Three hundred respondents were selected from among those identified as having attended only workshops provided by the SEA; 165 respondents were selected from among those identified as receiving other forms of assistance directly from the SEA; 160 respondents were selected from those identified as receiving assistance sponsored by but not provided by the SEA; and 45 were selected from among those identified as receiving assistance both directly provided by the SEA and sponsored but not provided by that office.

4. Local Monitoring Data Procedure Form

Directors of all 37 federally-funded local CE projects completed the Local Monitoring Data Procedure Form. Third-party evaluators working with those projects facilitated this data collection effort by: (1) distributing and explaining the use of the form; and (2) reviewing the form for completeness and accuracy, and forwarding it to DA.

B. DATA ANALYSIS

The analytic approach was designed to maximize the usability and interpretability of the large quantity of information collected from a variety of sources. The first stage in the analytic process involved checks on the distributional characteristics of the data. Frequency distributions on all variables were prepared, and percentages were calculated both including and excluding missing values.

As a next step in summarizing the information, multiple response categories were created for related items, and means, medians, and standard deviations were calculated for variables with appropriate numerical values. The date were then arrayed within table shells, and analytic interpretations based on study questions were generated.

In order to examine relationships between variables, two types of analyses were performed. Relationships between nominal variables were examined through the use of cross-tabulations, while relationships between nominal and interval variables were examined by calculating mean values within nominal classes.

Because most of the data collected came either from complete census information or from non-randomly selected respondents, sampling statistics were generally not emplpoyed. The major variables used in analytic breakdowns were: (1) presence/absence of a full-time coordinator; (2) presence/absence of a FY80 federal CE grant; (3) number of years of federal CE grants; and (4) population of state. The aforementioned analytic approaches were utilized primarily in the preparation of the detailed analyses presented in this Volume. A description of the historical development and program events associated with these major variables is presented in the next chapter.

CHAPTER 3

COMMUNITY EDUCATION IN SEAs

A. INTRODUCTION

The purpose of this chapter is to provide an overview of the historical development of community education at the national, state and local levels and to discuss general program goals, major events, accomplishments, and setbacks of recent developmental activities within SEAs. This historical overview will set the stage for the analytic presentations to follow.

The philosophical roots of community education are found in the history of American educational, social, and political thought. Community education as a contemporary operational discipline or program, however, is generally seen as having begun in Flint, Michigan by C. S. Mott and Frank Manley. They believed that schools could play a broad role in a community's life and they succeeded in "opening up the schools" for academic, recreational and social purposes on a year round, extended day basis. Since the beginning of their work in the mid-1930s, the development of "community school" programs, and more recently "community education" programs, around the nation has been nurtured primarily by the C. S. Mott Foundation through: (a) its philosophical leadership and its financial support for national visitation and training programs in Flint; (b) the development of a network of university centers to serve regional training and community assistance purposes; and (c) the use of "seed money" grants to encourage communities to develop community school/community education programs. In addition to Foundation efforts, local programs also sometimes arose in various areas of the country out of the interaction between individual communities which had implemented community education and neighboring communities which observed their success and consequently adopted a similar program approach.

B. HISTORICAL DEVELOPMENTS

Prior to the 1970s, the development of community education depended primarily upon the interaction of local communities with the C. S. Mott Foundation, the Flint, Michigan, Community Schools Program and regional university community education centers supported by the Foundation.

As community education growth continued into the early 1970s, the movement toward state programs or capacity-building began in a few states through the formation of state CE associations, the funding of "state department community education centers" by the Mott Foundation, the self-generated interest of some state departments, and/or the state development emphases of some of the university centers.

The national community education picture changed significantly with the passage in 1974 of the Community Schools Amendment to the Elementary and Secondary Education Act, which established community education for the first time as a federal program. Under the Act, federal funds were made available on a competitive grant basis to SEAs and local educational agencies (LEAs) for planning, establishing, expanding, and operating community education programs. In addition, institutions of higher education could compete for funds to develop and deliver training in community education. The national attention and new funds that the federal program brought to community education also brought new people, new organizational interests, and new leadership forces. At the same time, an expanding cast of actors was evolving out of a natural growth in programs across the nation. As a consequence, pressures arose for concept definition or redefinition, new leadership configurations, and changes in developmental strategies, particularly at national and state levels.

With the advent of the federal program came the emergence of the individual states as units of leadership and program development on a nationwide basis. In particular, the SEAs found themselves in a position to assume substantial responsibility for capacity-building and influence in the development of local programs. A major portion of the federal dollars was targeted for SEAs for state program and leadership development. Individual SEAs responded in various ways to the opportunity, but, in general, the result was that state-level strategies and SEA programs became the norm, rather than the exception, across the nation.

Most state community education programs were initiated in the mid-1970s. Of the 38 SEA community education programs visited in this study, two-thirds began between 1974-77, coinciding with the time of the federal initiative in community education. Table 1 shows the number of programs initiated by year. Thirty-six of the 38 states which were visited, or 95%, had formally designated statewide CE programs within their SEAs. At these 36 SEAs, formal designation of a CE program resulted from different acts; for example, when a CE Coordinator was appointed (10 states); when a CE Office was established (8 states); when the federal CE grant was received (8 states); when the State Plan was approved (5 states); and when state CE legislation was passed (5 states).

Table 1
Year of Initiation of State CE Programs

Year	State CE Programs	
	Number	Percent
1965	1	3
1966	0	0
1967	0	0
1968	1	3
1969	2	5
1970	1	3
1971	1	3
1972	2	5
1973	4	10
1974	3	8
1975	6	16
1976	12	31
1977	4	10
1978	1	3
Total	38	100

Local CE programs were found to be operating in most states even before state-level programs were initiated. Of the 38 states from which data were collected, 33, or 87%, had local programs which pre-dated the statewide CE program. Their existence could have encouraged statewide developments.

C. STATE CE PROGRAM GOALS

In general, it can be said that the overall goal of the community education program in SEAs throughout the U.S is to develop statewide systems of community education. These statewide programs basically are designed to increase community education awareness and activity in the state; to develop and provide assistance to local community education programs; and to create a state capacity for providing leadership for community education development.

To determine the extent to which SEAs are including these general purposes in their programs, state CE coordinators were asked to rank six representative goals.

The most important goal, according to the 51 CE coordinators, was "to increase the general public's awareness of the community education concept." Table 2, shows the program goals and their rankings for all six goals presented.

Table 2
CE Coordinator's Ranking of State CE Program Goals

(N=51)

Goals	Percent of Coordinators						
	Ranks						Mean Ranking
	1	2	3	4	5	6	
	%	%	%	%	%	%	%
Increase awareness of the general public to the CE concept	30	14	22	16	14	4	2.82
Improve quality of existing local projects	14	22	31	16	12	4	3.02
Expand the number of local projects	24	27	10	10	16	12	3.04
Develop interagency cooperation in state-level CE activities	8	26	22	26	14	4	3.24
Develop state legislation on policy to support CE	14	4	12	12	10	48	4.44
Increase citizen participation in local CE efforts	10	8	4	18	33	27	4.44

1=most important; 6=least important

Other SEA staff outside the community education program in the 38 site visit states were also asked to rank these same goals (See Table 3). Here again the goal of "increasing the general public's awareness of the CE concept" was judged to be the most important goal. In fact, with only one exception, the relative importance of the six goals was similar to the ranking of the 51 CE Coordinators. The exception was that the goal of "increasing citizen participation in local CE efforts" was judged to be the second most important goal according to SEA staff allied to the CE program. On the other hand, the CE Coordinators judged this goal to be tied for the least important goal. It may be that the coordinators, although they want to increase awareness of and expand the CE program, think that the direction of the program should be controlled by professional educators. The other SEA staff, with less investment in and less identification with the CE program, may be more accepting of citizen participation. Another reason for this difference is that some respondents may have considered citizen participation as meaning involvement in the management of a local program (perhaps by joining an advisory council). On the other hand, others may have interpreted citizen participation as meaning enrollment in CE activities. Thus, ambiguity of the goal statement may have contributed to the difference that was found in priority ranking. It is more important, however, to consider the other finding, i.e., the similarity in which the goal statements were prioritized by the two groups. This finding points to the fact that the CE concept and philosophy has to a large extent made significant inroads concerning CE priorities into the thinking of SEA administrators in general.

Table 3
SEA Administrator's Ranking of State CE Program Goals

(N=192)

Goals	Percent of Administrators						
	Ranks						Mean Ranking
	1	2	3	4	5	6	
	%	%	%	%	%	%	
Increase awareness of the general public to the CE concept	30	20	20	14	12	4	2.69
Increase citizen participation in local CE efforts	14	18	18	20	20	11	3.44
Improve quality of existing local projects	13	15	21	20	22	9	3.50
Expand the number of local projects	16	15	18	17	14	20	3.59
Develop interagency cooperation in state-level CE activities	7	18	15	24	19	18	3.81
Develop state legislation or policy to support CE	19	15	9	5	14	39	3.97

1=most important, 6=least important

D. ACCOMPLISHMENTS

As a supplement to these rankings of goals and as a summary of state program highlights, the CE coordinators in the 38 SEAs visited were asked to describe the major accomplishments which occurred since the CE program was initiated in their state. The most frequently cited event was the establishment or expanson of a state advisory council or commission. This response was given by 15, or 39%, of the 38 coordinators interviewed. Thirteen coordinators reported that state legislation supporting community education was a particularly important event, while state funding for the CE coordinator was cited by 11 coor[illegible]. Table 4 shows the distribution of the most frequently cited events by a[illegible]rdinators.

Table 4
Major CE Events Since Initiation of State Programs

(N=38)

Events	Number of Coordinators	Events	Number of Coordinators
Advisory council/commission	15	Federal funding received	7
Legislation supporting CE passed	13	CE unit assigned/transferred into SEA	5
State funding for CE coordinators	11	Mott Foundation funding received	4
State CE association funded	9	Number of local CE programs increased	4
CE coordinator assigned	9	Special model or pilot project established	4

In addition to major events over the long term, the 38 coordinators who were interviewed were also asked about their achievements during the past year. The most frequently expressed achievement was the conduct or expansion of training and technical assistance services to local programs. This factor was cited by 16, or 42%, of the coordinators. Another achievement cited by approximately one quarter of the coordinators was the establishment of new linkages with other agencies (e.g., Parks and Recreation). The establishment of more local CE programs was cited as an achievement by nine, or 23% of the coordinators. The distribution of the most frequently cited accomplishments is shown in Table 5.

Table 5
CE Program Achievements During Past Year as Cited by CE Coordinators

(N=38)

Achievements	Number of SEAs	Achievements	Number of SEAs
Conducted/expanded T/TA services to local programs	16	Organized/expanded state advisory council	4
New interagency linkages	10	Development of state legislation	4
Helped establish more local CE programs	9	State needs/resources assessment conducted	4
Developed state plan	6	Widespread local awareness	4
Developed/validated model programs and special projects	6	Increased state funds	3
Developed resource funding guide and materials	5	Support for CE from school boards and administration	3

Coordinators were also asked their opinions or reasons for these accomplishments. Among the reasons given were support and interest of local education agencies (10 coordinators), support and commitment of other state and local agencies (10), awareness of the value of CE (8), and funding and proposal development (8).

Information on setbacks, rather than accomplishments, was also obtained from CE coordinators. The most frequently cited setbacks were the slow development and growth of local CE programs (8 coordinators) and inadequate state funding for community education (7). Other setbacks included the failure to broaden the base of the advisory council (6) and the rigidity of local boards and superintendents (6). Four coordinators also cited the problem of legislation not being passed as a major setback. The distribution of these and other setbacks is shown in Table 6.

Table 6
CE Program Setbacks During Past Year as Cited by CE Coordinators

(N=38)

Setbacks	Number of SEAs	Setbacks	Number of SEAs
Slow development/growth of local programs	8	Legislation not passed	4
Inadequate state funding for CE	7	Position paper not delivered	3
Failure to broaden base of advisory council	6	Lack of receptivity of IHE	3
Rigidity of local boards and superintendents	6	Failure of bureaucracy to act/respond to local needs	2

A number of reasons were cited for these setbacks. Eleven coordinators cited the fact that proposals were not funded and that funds were lacking to perform the activities that were desired. Organizational and bureaucratic problems and tight budgets were each cited by seven coordinators. Lack of local support was cited by six coordinators, while five coordinators cited lack of staff. It appears that the majority of cited setbacks can be directly or indirectly related to funding of program activities.

Overall, the goals, accomplishments and setbacks appear to have clustered around three primary developmental themes: (1) general awareness; (2) local program development, and (3) state capacity-building. The logic of this developmental process will be explored in greater detail in the context of the elements of the SEA community education systems.

E. SEA COMMUNITY EDUCATION DEVELOPMENT SYSTEMS

Since the 1970s have been a period of "state program development" with the developmental process having been most active at the end of the decade, a review of the progress of various individual program elements may be more insightful and useful in assessing the state programs than a summary of major accomplishments in so short a time. The extent and nature of community education programs within the 51 SEAs varies considerably in terms of certain structural features as well as specific operations and staff activities. While state-level CE programs can be described in various ways, SEA programs in the U.S. can be seen as including 12 elements which can be used to describe commonalities and differences in state-level programming.

The elements are as follows:

- State policy supporting community education;
- Financial resource base for the state program level;
- CE office/staff in the SEA;
- Needs assessment processes;
- State plan for community education;
- Citizen participation;
- Interagency cooperation within and outside of the SEA;
- Evaluation processes;
- Monitoring and reporting system;
- Information dissemination;
- Training, technical assistance and funding provided to local programs; and
- Local community education programs and potential programs being served and/or to be served by the SEA.

These 12 elements can be seen as forming three clusters. The first three elements can be used to describe the extent and basis of state commitment to community education. The next six relate to the translation of that commitment into state-level program operations and are mainly internal to the SEA. The final three elements deal with the ultimate target and purpose of the state program, local programs and the delivery of state-level assistance and information dissemination to local communities.

Chapter 4 will focus upon data about state commitment, Chapter 5 on state-level operations, and Chapter 6 on state-level assistance and local program development. In these chapters, a wide range of data will be reported with the SEA Activity Questionnaire, completed by all 51 coordinators, as the primary source of information. That information was supplemented by information gathered in site visits to 38 SEAs during which interviews with CE coordinators, other SEA staff, and representatives of cooperating statewide agencies were held.

CHAPTER 4

STATE-LEVEL COMMITMENT TO COMMUNITY EDUCATION

A. INTRODUCTION

A state's commitment to community education can be described in several ways. Certainly, a comprehensive study of commitment in the state would have to include data about the philosophies and operational behaviors of state-level organizations and leaders beyond the parameters of this investigation. However, a "sense" of state commitment and, in particular, SEA commitment can be obtained from the data collected. For purposes of this study, state commitment will be described in terms of three state program elements:

- State policy supporting community education;
- Financial resource base of the state program; and
- CE office/staff within the SEA.

State policy evidence was examined in three areas: legislation, state board of education support, and administrative support. The financial resource base was examined in terms of the sources of state program funding and relative percentages of support from the various sources. The CE office/staff element was examined in terms of the existence and location of a CE office, the availability of staff positions and time, and the level of training/professional development of CE coordinators/staff.

B. SEA POLICY EVIDENCE

1. State Legislation

In 1969, the State of Michigan passed legislation supporting state funding for local and state CE programs. That legislation was renewed in 1979 and provided for the funding of two-thirds of the basic salary of full-time local community educators, directors or coordinators in local districts, not to exceed $15,000 per director and a maximum of 15 positions per district. Additional funds, up to 25% of an appropriation, can be obtained by school districts which

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have not "received state school and apportionments for a community school program for three consecutive years prior to the year in which an application is submitted" to fund their programs.

Community education legislation in Iowa established a state advisory council and a state coordinator position. Additionally, the legislation sets definitions and requirements concerning local programs and allows local districts to utilize "a $.13 1/2 or .05 mil. levy." Transportation services for districts were allowed to provide use of buses for non-school purposes.

In Texas, local districts that have achieved a level of community education services prescribed by the Texas Education Agency are eligible to "be reimbursed for supervisory costs from state funds." That legislative program also allows the use of adult education funds for "pilot programs to demonstrate the effectiveness of the community education concept."

In Minnesota, the state will pay $.75 per capita to districts operating community schools in compliance with state board rules, and which have levied $1 per capita for community services; and also allows local districts to levy up to $2.50 per capita for community services after it has filed a certificate of compliance with the Commissioner of Education stating that a meeting has been held between the governing boards of the county or city and the school district.

The Maryland community education legislation allows funding for community school programs not to exceed one-half of the salary of the community school director or $6,000 per year and for provision for training and technical assistance. "Local school boards may acquire, own, maintain and dispose of, jointly with other government bodies, real and personal property for use in community schools."

These five contrasting approaches to developing state legislation are somewhat representative of the 50 states and the District of Columbia.

As shown in Table 7, of the 51 SEAs, 25 had state legislation supporting community education. Of these 25, 10 states had legislation which included state funding for local programs (Alaska, Florida, Maine, Massachusetts, Michigan, Minnesota, North Carolina, Oklahoma, Texas, and Utah); one other state had funding legislation but apparently did not provide funds to local programs during the period of data collection. The other 14 states had only permissive legislation which allowed local programs to expend monies for activities that might be defined as CE. The 26 remaining SEAs had no state legislation relative to community education. Thus, more states had designated CE programs than had CE state legislation. It can be concluded that some state CE programs consisted only of efforts supported by the federal CEP funded grants and very limited SEA budget support.

Table 7
State Community Education Legislation

Type of Legislation	States	
	Number	Percent
States with Legislation	25	49
Permissive legislation	14	27
Funding legislation	11	22
States with No Legislation	26	51
Total	51	100

Although the development of state legislation for community education has been limited, a number of states passed legislation in the late 1960s or early 1970s and then revised or expanded such legislation later in the decade of the 1970s. The distribution by year of initial state legislation and year of most recent state legislation is shown in Table 8. Most initial legislation was passed between 1973 and 1978. Most recent legislation was passed between 1976 and 1979. Twelve states reported that legislation was currently being planned and/or developed. Of these, 5 states reported that legislation had been drafted and was before a committee; 3 states reported that legislation had been drafted and was under review; and 4 states reported that legislation was currently being drafted. It was apparent that states viewed state legislation as a useful strategy for developing community education programs.

Table 8
State Legislation Milestones

(N = 25)

Most Recent Year	States			
	Initial Legislation		Recent Legislation	
	Number	Percent*	Number	Percent*
Before 1969	1	4	1	4
1969	1	4	0	0
1970	2	9	0	0
1971	1	4	0	0
1972	0	0	0	0
1973	3	13	2	9
1974	2	9	1	4
1975	2	9	0	0
1976	3	13	3	13
1977	4	17	3	13
1978	3	13	6	26
1979	1	4	5	22
1980	0	0	2	9
Total	23**	100	23**	100

*Percentages in tables in report may not total 100% due to rounding
**Two SEAs did not respond to this item

Who participated in the development of legislation was also explored. Of 34 states reporting, the state advisory councils in only 10 states had been involved in developing state legislation during the past year. Similarly, only 13 of 51 states (25%) reported that state CE staff had been involved in drafting state legislation during the past year. These data must, of course, be viewed within the context that some states already had existing legislation and involvement of the advisory councils and CE staffs was unnecessary.

2. State Board of Education Support

In addition to the passage of formal legislation, the support of the State Board of Education was a significant factor in the official acceptance of the CE concept in a state. A formal Board of Education resolution supporting CE existed in 25 states in 1980. Thus, approximately half of the states received this type of support. (See variety of sample resolutions in Exhibits 1-6 in Appendix.) The year that Board of Education support was received is shown in Table 9. Only 16 of the 25 states in which a resolution of support was received provided data on the year that this approval was obtained. Of those responding, resolutions of approval were generally obtained in the second half of the 1970s, although the distribution was fairly evenly spread over the decade.

Table 9
Year of Approval of State Board of Education Resolution Supporting CE

	States	
Year	Number	Percent
Before 1972	1	6
1972	1	6
1973	0	0
1974	1	6
1975	4	25
1976	1	6
1977	3	19
1978	1	6
1979	2	13
1980	2	13
Total	16	100

Another indication of support for CE was the presence of a supportive SEA position paper. Of 51 SEAs, 22 had signed supportive position papers, while 29 did not. A related finding was that 17 of the 38 CE coordinators which were visited in this study indicated that lack of support of the state educational administration was likely to be a major problem to the CE program; 10 indicated it was a likely minor problem; while 12 indicated it would be no problem at all in the development of community education over the next ten years.

3. Administrative Support for CE

SEA staff members outside the CE office were also interviewed (192 in 38 states) to determine their relationship to the CE program and their perception of the program. Regarding administrative support for the CE program, 48% of those administrators interviewed indicated that absence of a supportive state education administration was a likely major problem for the future development of the state CE program; 21% said it was a likely minor problem; and 31% said it was likely to be no problem at all. Similarly, these same administrators were asked about the impact of the CE state office on the extent to which SEA policies changed to support CE. It was found that 25% of the administrators felt that the CE office had a major impact, 55% said it had some impact, and 20% said it had no impact. Perceived impact and relative support are both relevant to the development and maintenance of other important forms of support, i.e., financial resources supporting CE activities.

C. FINANCIAL RESOURCE BASE

The CE programs operating in the SEAs received their financial support from four different sources: the SEA, other state agencies, private foundations and the Federal government. Table 10 shows the funding sources for state CE office activities for the 1979-80 program year as well as expected sources for 1980-81. A significant number (35) of the CE programs received funding from the SEA in 1979-80; 27 of the CE programs received federal CE grants and two SEAs had extensions of previous federal grants for a total of 29; and 21, almost half, received private foundation funds. A small number of programs received funding from other state agencies, other federal grants, and from miscellaneous sources in 1979.

Expectations for the 1980-81 program year funding were proportionally similar. The percentage of states expecting federal CE grants for office activities increased from 29 to 35; the percentage of states receiving other federal grants increased from 9 to 13; and the percentage of states receiving private foundation grants increased from 21 to 24.

Table 10
Sources of Funding for State CE Office Activities

	States			
	1979-80		Projections for 1980-81	
Funding Sources	Number	Percent*	Number	Percent*
SEA	35	69	34	67
Federal CE grant	29	57	35	69
Private foundation grant	21	41	24	47
Other federal grant	9	18	13	25
Other state agencies	6	12	7	14
Other	2	4	2	4

*Percentages do not total 100% due to multiple responses

1. Sources of Funding for 1980

The sources of funding for the state CE coordinator position were gathered only from the 38 SEAs visited in the study. The data from those visits indicated that the largest percentage of state coordinators were supported by state funds (47%). Another 39% were supported by federal funding, while 10% were supported

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by a combination of state and federal monies. Five percent were supported by an "other category" which turned out to be private foundation funds. Although the table shows a total of 39, it should be noted that the data in Table 11 were collected from 38 SEAs . The reason for this occurrence is that one state (Kentucky) used state and private foundation ("other") funds to support the CE coordinator position.

Table 11
Sources of Funding for State CE Coordinator Position

(N=38)

Source	States	
	Number	Percent*
State	18	47
Federal	15	39
State/federal combined	4	10
Other	2	5

*One state had dual source of funding: state and other sources.

2. Federal Funding for CE

The CEP within the U.S. Department of Education provided SEAs with $6,095,820 in federal grants during its first four years of operation ($1,564,000 each year for the first three years and $1,403,820 in 1979-80). This amounted to approximately 44% of the total four-year federal appropriation for CE of $13,849,500. The remaining $7,753,680 was distributed to LEAs (to be discussed in detail in Chapter 7) in the amount of $6,095,820 and to IHEs in the amount of $1,657,860.

During the four-year period 1976-1979, 42 SEAs received a federal CE grant for from one to four years duration. Nine states were never funded. Since federal funds were limited and the grant-making process provided by the Community Schools Act of 1974 was based on a competitive discretionary process, the number and name of SEAs funded varied each year. Of these 42 states, various combinations of 32 were funded in 1976, 33 in 1977, 32 in 1978 and 27 in 1979. Moreover, six states were funded for only one year; another six were funded for two years; 14 were funded for three years; and 16 states received funding for all four years (See Table 12 for the exact list of states, with the year(s) funded in parentheses).

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Table 12
Federal Funding History by State

Never Funded (9 States)
- Delaware
- Kansas
- Mississippi
- Missouri
- Nebraska
- New Mexico
- South Dakota
- Texas
- Wyoming

One Year (6 States)
- Connecticut (3)
- Georgia (3)
- Hawaii (3)
- North Dakota (1)
- Vermont (1)
- Washington (1)

Two Years (6 States)
- District of Columbia (2&3)
- Maine (1&3)
- Massachusetts (2&4)
- Michigan (1&4)
- Montana (3&4)
- Minnesota (1&2)

Three Years (14 States)
- Arkansas (1-2-4)
- California (1-2-3)
- Indiana (1-2-4)
- Iowa (1-2-4)
- Louisanna (1-2-3)
- Maryland (1-2-3)
- North Carolina (2-3-4)
- Oklahoma (2-3-4)
- Pennsylvania (2-3-4)
- Utah (1-2-4)
- West Virginia (2-3-4)
- Virginia (1-2-3)
- Rhode Island (1-2-3)
- Nevada (1-2-3)

Four Years (16 States)
- Alabama
- Alaska
- Arizona
- Colorado
- Florida
- Idaho
- Illinois
- Kentucky
- New Hampshire
- New Jersey
- New York
- Ohio
- Oregon
- South Carolina
- Tennessee
- Wisconsin

Code: Year 1 - 1976
2 - 1977
3 - 1978
4 - 1979

Prior funding, or funding of two or more years, appeared to be a characteristic of those SEAs funded in 1979. Only three of those 27 SEAs were funded for less than three years and over half received their fourth grant in a row in 1979. Table 13 also shows that over a fourth (15) of all SEAs were funded less than two times in these four years.

Table 13
Number of Years Funded by 1979 Funding Status

1979 Funding	Number of Years Funded					Total
	0	1	2	3	4	
Funded	0	0	3	8	16	27
Not Funded	9	6	3	6	0	24
Total	9	6	6	14	16	51

The states included in each of the five geographical areas designated for this study are shown in Table 14. Table 15 shows the number of region and number of years of funding. Small but probably unimportant differences occurred across regions.

Table 14
List of States By Five Regions

Region 1	Region 2	Region 3	Region 4	Region 5
Maine	Kentucky	Indiana	Kansas	Nevada
Vermont	Tennessee	Illinois	Oklahoma	California
New Hampshire	North Carolina	Missouri	Texas	Oregon
Massachusetts	South Carolina	Nebraska	New Mexico	Idaho
Rhode Island	Georgia	North Dakota	Colorado	Wyoming
Connecticut	Alabama	South Dakota	Arizona	Montana
New York	Mississippi	Minnesota	Utah	Washington
Pennsylvania	Arkansas	Wisconsin		Alaska
Maryland	Louisiana	Michigan		Hawaii
Delaware	Florida	Iowa		
New Jersey				
Virginia				
West Virginia				
Ohio				
District of Columbia				

Table 15
Regional Funding History

Region	Number and (Percent) of Years Funded					Total
	0	1	2	3	4	
1	1 (6.7)	2 (13.3)	3 (20)	5 (33.3)	4 (26.7)	15 (29)
2	1 (10)	1 (10)	0 (0)	3 (30)	5 (50)	10 (20)
3	3 (30)	1 (10)	2 (20)	2 (20)	2 (20)	10 (20)
4	3 (42.9)	0 (0)	0 (0)	2 (28.6)	2 (28.6)	7 (14)
5	1 (11.1)	2 (22.2)	1 (11.1)	2 (22.2)	3 (33.3)	9 (18)
Total	9 (17.6)	6 (11.8)	6 (11.8)	14 (27.5)	16 (31.4)	51 (100)

In addition to geographic region, the funding history of SEAs by the CEP was examined in terms of state population, using 1970 census figures. Table 16 reveals that about one-fourth of the 28 small states were never funded and that small states were slightly less likely to be funded than the other states.

Table 16
State Size and Funding History

State Size in Total Population	Number of Years Funded 0	1	2	3	4	Total
Small (up to 3 million persons)	7	3	4	7	7	28
Medium (3-6 million)	1	3	1	5	4	14
Large (above 6 million)	1	0	1	2	5	9
Total	9	6	6	14	16	51

State and federal funding was seen as a significant factor in the success of the community education program. As shown in Table 17, 63% of the state CE coordinators interviewed saw the lack of availability of federal and state funding for CE activities as a likely major problem in the future; another 32% saw this as a likely minor problem. Only two, or 5%, saw funding as no problem at all for the future. Funding for future CE development, in contrast to administrative support, was seen as more problematic by CE coordinators.

Table 17
Degree to Which Lack of Funding for CE Activities
is Perceived as a Problem by State CE Coordinators

Extent of Problem	State Coordinators Number	Percent
Major problem	24	63
Minor problem	12	32
No problem	2	5
Total	38	100

D. ORGANIZATIONAL STRUCTURE

The location of a CE program within the SEA is important to the coordinator's access to resources, decision-makers, and LEAs. This section provides a capsuled view of organizational structures of state CE programs.

1. Organization Scheme for CE

Based on site visits to 38 states, it was learned that the community education program was most often situated within the adult education division of the SEA. As shown on Table 18, 16 of the 38 SEAs visited grouped community education with

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the adult education program; another eight placed CE within the division of curriculum and instruction; and five placed CE with administrative services. One state, however, placed the CE program outside the SEA. In North Dakota, the program was administered by North Dakota State University.

Table 18
Location of CE Office in SEA

Division	SEAs	
	Number	Percent
Adult and community education	7	18
Adult education	9	24
Curriculum and instruction	8	21
Administrative services	5	13
Community colleges	2	5
Community/school services	1	3
Special projects	1	3
Other SEA division	4	11
Non-SEA agency	1	3
Total	38	100

The CE administrator's official title also varied across the states. The titles are shown in Table 19. Over half of those visited designated the CE leader as a coordinator or director. Most of the balance held lower level positions and were designated as CE consultants or specialists. The remainder fell into a variety of other categories.

Table 19
CE Administrator's Official Title

Title	Administrators	
	Number	Percent
CE coordinator/director	21	55
CE consultant/specialist	12	32
CE assistant supervisor	1	3
Adult and community education coordinator	1	3
Education program specialist	1	3
Other	2	5
Total	38	100

Most (71%) of the CE administrators were supervised within the SEA by a unit director, chief, or coordinator. Twenty-six percent, however, reported to higher level administrators, either an assistant, associate, or deputy superintendent.

Given the difference in the organizational structure with respect to the CE program, SEA administrators were asked about the impact of the CE office on various policy areas. A majority of respondents indicated that the CE office had "some" impact on each area. Importantly, about one-quarter to one-third of the respondents indicated that the CE office had "a lot" of impact. These data are shown in Table 20.

While 95% of other SEA administrators in this study indicated that the CE office had "a lot" or "some" impact on the integration of the CE concept with other SEA activities, the 1978 national CE evaluation indicated that only 46% of the SEA project directors felt that CE concepts had been integrated with other SEA activities.[1] Although the 1978 study did not ask respondents to indicate a degree of impact, percentages of CE project directors indicating an impact on the following policy areas in 1978 were:

• CE concept integrated with other SEA activities	(46%)
• SEA policies changed to support CE	(31%)
• Resources shared between CE and other SEA offices	(23%)
• More resources devoted to CE	(19%)

The above percentages should be compared with the percentages presented in Table 20 below.

Table 20
Impact of the CE Office as Perceived by Other SEA Administrators

(N=187)

Policy Area	Extent of Impact							
	A Lot		Some		None		Total	
	N	%	N	%	N	%	N	%
CE concept integrated with other SEA activities	43	23	134	72	10	5	187	100
SEA policies changed to support CE	46	25	99	55	37	20	182	100
Resources shared between CE and other SEA offices	58	31	96	52	31	17	185	100
More resources devoted to CE	66	38	73	41	37	21	176	100

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[1] An Evaluation of the Community Education Program, The Technical Supplement, Washington, D.C.: Government Printing Office, 1978, p. 103.

2. Role of CE Coordinator and Staff

A primary purpose of this study was to determine the common elements of statewide CE programs. Therefore, CE coordinators were asked in all 51 SEAs to indicate their activities during the 1979-80 year. Table 21 shows the activities in which the CE coordinator and staff were engaged during the year. The table also shows a ranking of the most important activities as indicated by CE coordinators. Training and technical assistance appeared to be the activity in which the most CE coordinators and staff members were engaged. Forty-six of the coordinators indicated they and/or their staffs were involved in identifying state CE training resources and in providing technical assistance to established CE projects. Forty-four were involved in providing technical assistance to new projects; 43 met with other state agency personnel to coordinate activities at local levels; 42 made presentations to local groups on the CE concept; 39 provided assistance to local advisory groups; and 38 provided training workshops for LEA personnel. The staff of one state, Alaska, conducted all 20 of the listed activities. When asked which activities were most important toward the development of a statewide CE system, providing assistance to new and to established projects were ranked first and second, respectively, and developing or modifying a statewide CE plan was ranked third.

Seventy-five percent of the SEAs in this study reported they had conducted training workshops and, in fact, ranked this activity as their fifth most important function. On the other hand, 25 of 26 SEAs in the 1978 study reported that they had conducted at least one training workshop. Another interesting comparison between the 1978 study and this study is that all SEA community education staff members in 1978 reported providing technical assistance/consultation to LEAs, while only 88% of the 1980 SEA community education staff reported they had provided technical assistance/consultation to new and established LEA projects.

It appeared that many of these activities were "staff/activity intensive;" therefore, differences in the number of activities performed by large (FTE greater than 1.5) and small (FTE = 1.5 or less) state CE staffs were examined. Offices with large staffs were more likely to perform all activities than were offices with small staffs. Significant differences between large and small staffs were particularly likely to occur for those activities which were performed most frequently by large staffs (see Table 22).

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Table 21
Activities Conducted by State CE Staff

(N=51)

Activity	SEAs		Ranking in Importance
	Number	Percent	
1. Provided TA to established projects	46	90	2
2. Identified training resources	46	90	15.5
3. Provided TA to new projects	44	86	1
4. Met with other state agency personnel to coordinate activities at local levels	43	84	5
5. Made presentations to local groups on the CE concept	42	82	10
6. Provided TA to local advisory councils	39	76	15.5
7. Conducted training workshops for groups of LEA personnel	38	75	5
8. Coordinated regional meetings concerning CE within the state	38	75	7
9. Developed information packets for distribution	37	73	13
10. Assessed local community needs for T/TA	36	71	13
11. Met with state CE Advisory Council	35	69	5
12. Developed or modified a statewide CE plan	33	65	3
13. Developed a volunteer corps of CE workers	26	51	13
14. Published a newsletter of state CE activities	26	51	18.5
15. Developed a model program for replication by LEA's	22	43	8
16. Trained other agency personnel to provide CE TA	22	43	10
17. Established a clearing house of CE information	22	43	20
18. Developed manuals for local CE directors	20	39	18.5
19. Worked to establish CE courses and degrees in IHE's	19	37	17
20. Drafted state legislation supporting CE	13	25	10

Table 22
Activities By Large and Small CE Staffs
(FTE Greater Than 1.5 vs. 1.5 or Less)*

Activity	Large Staff Percent	Small Staff Percent	Percent of Difference
1. Provided TA to established projects	100.0	79.2	20.8
2. Identified training resources	100.0	79.2	20.8
3. Provided TA to new projects	96.3	75.0	21.3
4. Met with other state agency personnel to coordinate activities at local levels	96.3	70.8	25.5
5. Made presentations to local groups on the CE concept	100.0	62.5	27.5
6. Provided TA to local advisory councils	85.2	66.7	18.5
7. Conducted training workshops for groups of LEA personnel	88.9	58.3	30.6
8. Coordinated regional meetings concerning CE within the state	88.9	58.3	30.6
9. Developed information packets for distribution	85.2	58.3	26.9
10. Assessed local community needs for T/TA	88.9	50.0	38.9
11. Met with state CE Advisory Council	77.8	58.3	19.5
12. Developed or modified a statewide CE plan	74.1	54.2	19.9
13. Developed a volunteer corps of CE workers	66.7	33.3	33.4
14. Published a newsletter of state CE activities	51.9	50.0	1.9
15. Developed a model program for replication by LEA's	48.1	37.5	10.6
16. Trained other agency personnel to provide CE/TA	59.3	25.0	34.3
17. Established a clearinghouse of CE information	44.4	41.7	2.7
18. Developed manuals for local CE directors	55.6	20.8	34.8
19. Worked to establish CE courses and degrees in IHEs	51.9	20.8	31.1
20. Drafted state legislation supporting CE	33.3	16.7	16.6

*N = 27 and 24, respectively

The smallest percentages of differences between large and small staffs occurred in two of the activities dealing with information dissemination: established a clearinghouse of community education (2.7%); and published a newsletter of state community education activities (1.9%). Half or less of the 51 SEAs conducted these two activities. Even though there were differences between large and small staffs, as previously described, the percentage of SEAs with small staffs performing a particular activity in the list in Table 22 decreased in much the same direction as SEAs with large staffs.

E. STAFFING

The relative success of any program is related to the quantity and quality of staff members responsible for its activities. Thus, program staffing was a major concern of this evaluation.

1. CE Coordinator

In 1974, during the development of the Community Schools Act, there were nine SEAs with a CE coordinator designated. That number increased to 15 the next year and by 1977 had increased by over 250% to 33. At the time of this survey in the Spring of 1980, all 51 SEAs had designated a CE coordinator. In 34, or 67%, of the state education agencies, the CE coordinator was a full-time position. The 17 part-time coordinators spent, on the average, 20% of their time on community education, 38% of their time on adult basic education, 7% on adult/continuing education, and 34% on other responsibilities. Finally, in a few states (Delaware, Kansas, South Dakota, Vermont, and Wyoming), the part-time coordinator had very limited responsibility for community education.

Not surprisingly, those states which had full-time coordinators differed dramatically in their CE resources and activities from those which did not. States with full-time coordinators were more likely to have a federal CE grant, were more likely to have state funding from the SEA, and were more likely to have foundation grants, but were less likely to have other federal grants (see Table 23).

Table 4-23
Sources of Funding for CE Offices

SOURCE	Full-time Coordinators		Part-time Coordinators	
	Number	Percent*	Number	Percent
Federal CE grant	26	76.5	3	17.6
State SEA funding	27	79.4	9	52.9
Foundation grant	19	55.9	2	11.8
Other federal grant	3	8.8	6	35.3

*Percentages do not total 100% due to multiple responses

In terms of activities, states with full-time coordinators were more likely to conduct formal or informal needs assessments (91% vs. 58%), were more likely to have a statewide advisory council (82% vs. 35%), and were more likely to provide or support others in providing training and technical assistance to local programs (100% vs. 71%).

2. Number of Staff Members

During 1980, there were 137 professional staff and 74 clerical staff working in SEA community education offices. Also, the number of full-time equivalents for professional staff was 69 and 36 for clerical staff. Most states had one full-time professional staff member (the coordinator) and one full-time clerical staff person. The number of staff members did vary across the SEAs. Massachusetts had a total of 30 part-time regional CE personnel for a full-time equivalent of seven individuals. Utah's staff also had a full-time equivalent of seven individuals, while New York had 17 professionals and Florida reported ten individuals working in other roles. These numbers raised the means shown in Table 24, thus making the medians and modes more accurate indicators of staff size.

Table 24
Number of CE Office Staff Members

Type of Staff Members	Number of Staff Members				Number of Full-time Equivalency			
	Mean	Mdn	Mode	Range	Mean	Mdn	Mode	Range
Professional	2.7	1.3	1.0	17.0	1.4	1.0	1.0	5.0
Clerical	1.5	1.0	1.0	15.0	0.7	0.5	1.0	2.0
Other	0.5	0.1	0.0	10.0	0.1	0.0	0.0	1.5
Total	4.6	2.3	2.0	30.0	2.1	1.8	1.5	7.0

3. Staff Development

Staff development in the form of training and technical assistance is extremely important to the CE state office. Table 25 shows the number and percent of state CE offices which received training from various sources. Forty-five of the 51 CE offices received training from Ball State University, which was funded by the federal CEP to provide training to SEAs during the 1979-80 program year. Additionally, over half of the state offices have received training from other IHE CE centers, the national CE Association, and SEA training programs. Between one-third and one-half of the state offices received training from state CE associations, other state agency programs, and private training programs.

Table 25
Training Sources for State CE Offices

(N=51)

Source	State CE Officers	
	Number	Percent
Ball State University	45	88
IHE CE centers	30	59
National CE Association	29	57
SEA training programs	27	53
State CE Association	24	47
Other state agency programs	18	35
Private training programs	17	33

Table 26 shows the type of training and technical assistance (T/TA) received by state personnel from the above sources. The most frequently received T/TA was in the provision of technical assistance skills. Other areas in which T/TA was frequently received were in program planning and evaluation, interagency cooperation, citizen participation, CE philosophy and process, and program management techniques.

Table 26
Type of T/TA Received by State CE Offices

(N=38)

Type of T/TA Received	Number of Means of Assistance				
	Personal	Telephone	Workshop	Mail	Total
1. Technical assistance skills	22	7	39	10	42
2. Materials development	11	6	13	7	18
3. Interagency coordination	18	8	29	11	34
4. Citizen participation	16	5	30	7	33
5. Financial and human resource development	8	2	14	3	16
6. Program planning and evaluation	15	6	34	8	38
7. Program management techniques	12	2	26	4	29
8. CE philosophy and process	14	5	26	7	31
9. Formula grant administration	5	4	7	6	11
10. Needs assessment	11	5	18	5	24

As reported by CE coordinators in the SEA Activity Questionnaire, the most useful types of T/TA which were received were in the areas of program planning and needs assessment. The data show that 39% and 38%, respectively, of the coordinators said that T/TA in these two areas was very useful. In addition, T/TA in formula grant administration and citizen participation were cited as very useful by 36% and 33%, respectively, of CE coordinators. These data are shown in Table 27.

Forty-five (88%) SEA community education personnel received training from Ball State University and 30 (50%) from other colleges/universities during the 1979-80 fiscal year. In contrast, the 1978 study discovered that 25 (96% of those surveyed) community education personnel received training from Texas A&M University, the USOE-funded IHE for 1977-78, and 17 (65%) received training from other colleges/universities. The most useful training as identified by SEA personnel in both national CE evaluation studies was as follows:[2]

1978 Study	1980 Study
• Acquisition of CE materials	• Program planning
• Advisory council organization	• Needs assessment
• Interagency cooperation	• Grant administration
• General methods in teaching	• Citizen participation

It appears that in 1977-78, SEA community education personnel were concerned with conceptual skills; however, personnel in 1980 valued technical skills necessary to assist LEAs.

Table 27
Perceived Usefulness of T/TA Received by State CE Offices

Type of T/TA Received	Usefulness				
	Very Useful	Useful	Not Useful	No Response	Total No. of States
1. Technical assistance skills	29%	60%	7%	5%	42
2. Materials development	22%	61%	11%	6%	18
3. Interagency coordination	24%	68%	6%	3%	34
4. Citizen participation	33%	55%	9%	3%	33
5. Financial and human resource development	0%	75%	19%	6%	16
6. Program planning and evaluation	39%	50%	8%	3%	38
7. Program management techniques	28%	59%	7%	7%	29
8. CE philosophy and process	26%	61%	10%	3%	31
9. Formula grant administration	36%	55%	9%	0%	11
10. Needs assessment	38%	46%	13%	4%	24

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[2] Ibid. p. 90.

In addition to receiving training and technical assistance, an important aspect of the state CE staff responsibilities was to transfer the knowledge gained to local programs. Nearly all of the coordinators (34 of 38) interviewed during the site visits reported that T/TA was, in fact, provided to local programs in areas which the state staff was trained. Table 28 shows the areas in which T/TA was received by state staff members and in turn provided by state staff to local programs. Most frequent of these areas were evaluation, needs assessment, and planning.

Table 28
Areas of T/TA Received by State Staff and Then Provided to Local Programs

(N=38)

Type of T/TA	Number
1. Evaluation	10
2. Needs assessment	9
3. Planning	8
4. Interagency cooperation	7
5. Advisory councils	6
6. Citizen participation	6
7. Funding and proposal development	5
8. Integration of CE with K-12	3
9. Management training	2
10. Staff development	1
11. Consulting skills	1
12. Other	4

In addition, a small number of new activities were attributed by CE coordinators to the T/TA received. These activities are shown in Table 29. Five coordinators each stated that activities concerning cooperation with other agencies and integration with the regular K-12 program were attributable to the T/TA which was received.

Table 29
New Activities Attributable to T/TA Received by SEA Staff

(N = 38)

Activity	Number
Cooperation with other agencies	5
K-12 integration	5
Development of state plan	3
Development of statewide network	3
Needs assessment	2
Planning	2
Development of materials	2
Other	9

F. RELATIONS WITH FEDERAL COMMUNITY EDUCATION PROGRAM

Most CE coordinators reported that they received considerable support and assistance from the federal CEP in developing and implementing their state programs. As shown in Table 30, 55% of the coordinators reported considerable assistance; 33% reported occasional assistance; and 12% reported virtually no interaction with the federal CEP staff. Of those 42 coordinators reporting on the usefulness of these interactions, (52%) said that their interactions with the federal staff were very useful while the remaining (20%) said that the interactions were useful. It is extremely noteworthy that none of those 42 coordinators indicated that the interactions were not useful. The data are shown in Table 31.

Table 30
Extent of Support and Assistance Received from Federal CE Program

	States	
Extent of Support	Number	Percent
Considerable	28	55
Occasional	17	33
None	6	12
Total	51	100

Table 31
Usefulness of Interaction with Federal CE Program

	States	
Usefulness	Number	Percent
Very useful	22	43
Useful	20	39
Not useful	0	0
	9	18
Total	51	100

The CE coordinators were also asked about how the CEP was used in helping develop a state program. Besides the funding received, the most frequent responses were that the CEP was a valuable source of information and support, and that it provided training and technical assistance to state and local program staffs. Summarizing the responses, it was found that the federal office was most often thought of as being a provider of funding, information, materials, and technical assistance and training. Thus, the CEP, in this valuable support role, interacted with each of the three important state commitment elements.

G. INTERACTION BETWEEN ELEMENTS

Three of the 12 elements of a statewide CE system were discussed in this chapter: state policy supporting CE, financial resource base, and the CE office in the SEA. How these elements interact was examined in the light of their development potential. All 51 SEAs had an office of CE with at least a contact person designated for CE, and 34 SEAs had assigned a full-time coordinator. Those SEAs with a full-time coordinator in the CE office were more likely to support the CE program with state funds as well as have a policy of using federal funds for CE activities.

There were a number of interactions between the presence of a full-time coordinator or presence of federal funding and other resources in the SEA. The presence of a full-time coordinator, for example, was related to increased use of Ball State University training and technical assistance (94% of states with full-time coordinators vs. 76% of those without) and greater likelihood of "considerable interaction" with the federal CEP (65% vs. 35%).

States with federal CE funding for 1979-80 were more likely than those without to have a full-time coordinator (92% vs. 38%) and had larger full-time equivalent staffs (mean size = 3.0 vs. 1.2). They were also more likely to have "considerable interaction" with the federal CEP (74% vs. 33%), were more likely to have received training and technical assistance from Ball State University (100% vs. 75%), and were more likely to have used the National CE Clearinghouse for their own use (96% vs. 67%). The pattern based on years of federal CE funding and size of state were similar, with larger states and states with more years of federal funding having larger staffs and making greater use of resources than smaller states and those with less years of federal funding. The level of SEA office development appears to vary widely, therefore, based on the availability of federal and state resources.

H. SUMMARY

This chapter presented contextual and structural data necessary to understand the "state of the SEAs." SEA policy/context support was seen by the states as having these critical elements: state legislation, state board resolutions or position papers, and the support of SEA administrators. The results showed that state legislation existed in about half of the states, state board support statements in about half, and significant support from SEA administrators in some states, but probably in less than half.

In terms of financial resources, SEA or state funding was a more common funding source than any other single source for both state office activities and the SEA coordinator positions. Of the two expenditures, state funds more often supported the office activities than the coordinator position.

The federal dollars can be seen as a significant source of funding support. In 57% of all states, federal dollars helped pay activity expenses. In 15 states, they supported the cost of a coordinator and/or staff, and in four more states, "helped" support staff salaries. During the four years of funding, 42 different states received some federal CE funding assistance. Also of interest was the "projections for next year" which forecasted somewhat less reliance on state funds and more reliance (6 states) on federal funding for state community education activity.

Certainly, state and federal funding was seen as a significant factor in state CE development across the country and the absence of either source was seen as a significant problem.

In terms of organizational importance within the SEA, in 71% of the states CE found itself as not being a major division or focus of the SEA. Most often it was a sub-part of the SEA's adult education or K-12 service divisions. However, in 26% of the states there was a direct linkage to higher level SEA administrators.

With respect to impact within the SEA, other SEA administrators did report an impact by CE (some or lot) generally. Some 80% or more of these administrators reported observable impact in policy areas in their SEAs, suggesting a receptivity to the CE approach or philosophy among SEA administrators.

SEA commitment showed strength in the fact that 67% (34 states) had a "full-time" coordinator and the states had a mean professional FTE of 1.4, with some states having as many as five professional staff. The advantages of full-time SEA staff were amply demonstrated in terms of generating state level CE funds from various sources, in state needs assessing and state advisory council development, and in providing assistance to local programs.

SEA commitment to staff development/inservice was also impressive in its numbers and variety. Over 88% of the states had participated in the federally-supported national training for SEA community educators. More than 50% of the states had received staff training from each of four different sources (federal program, IHEs, NCEA, and SEA training programs). The data also showed that the T/TA for SEA staff had covered a variety of skills and that this training had been directly applied to T/TA services to local programs.

In general, it appeared that a relatively large number of states (up to 50%) in comparison to previous evaluation findings showed a kind of integrated commitment to CE development.

CHAPTER 5

STATE-LEVEL OPERATIONS

A. INTRODUCTION

The application of "commitment" to performance in an effective state program can be described in the functioning of six of the 12 structural elements of the state-level system. Thus, the primary elements to be examined in this chapter are:

- Needs assessment;
- State planning;
- Citizen participation (advisory councils);
- Interagency cooperation;
- Evaluation; and
- Reporting and monitoring.

B. NEEDS ASSESSMENT

Needs assessment, a first step in a program planning process, is important because it is necessary to establish that a widespread need for the proposed program exists or to define goals and activities which meet the needs of the identified target group. The data collected showed that a formal or informal needs assessment was conducted to establish state-wide goals in 41, or 80% of the states. The other ten states, of which only Michigan had a federal CEP grant in 1980, had an average of one year of federal funding each over the past four years. They were: California, Connecticut, Louisana, Michigan, Mississippi, Nebraska, New Mexico, South Dakota, Vermont, and Wyoming.

Table 32 shows the number and percent (the percentages are based on 41 SEAs which had conducted a needs assessment) of states in which various types of agencies or individuals were involved in conducting needs assessments. Only 28 of the 41 SEAs reported including any agency other than the CE office staff. For these 28 SEAs, a variety of agencies, organizations and individuals were involved.

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Most frequently involved were the IHE centers, which participated in 13 states. Following the IHEs in frequency of involvement were the state CE associations (11 states), state CE advisory councils (10) and other SEA personnel (10). Further, it appeared that SEAs that involved IHEs in conducting needs assessments were more likely to involve the state CE association also. Seven of the 13 SEAs (Virginia, Texas, Maine, Indiana, Illinois, Hawaii, and Delaware) involved both IHEs and state CE associations. Only one of those SEAs (Hawaii) involved all four types of agencies/organizations.

Table 32
Agencies and Individuals Involved in Needs Assessment Process

(N = 41)

Participants	Involved in Conducting Needs Assessment		Provided Data for Needs Assessment	
	Number	Percent*	Number	Percent**
1. IHE centers	13	32	24	59
2. State CE association	11	27	25	61
3. State CE advisory group	10	24	24	59
4. Ohter SEA personnel	10	24	22	54
5. Local CE personnel	8	20	29	71
6. Consultants	6	15	13	32
7. Local agencies	5	12	24	59
8. Cooperative state agencies	4	10	28	68
9. Citizens-at-large	2	5	23	56
10. Local government leaders	2	5	13	32
11. Professional association of related fields	2	5	22	54

*Percentages do not total 100% due to multiple responses
**Percentages are based on total of 41 States in which needs assessment were conducted.

Also shown in Table 32 are the number and percent of states in which the various agencies, organizations, and individuals provided information for the needs assessment. Local CE personnel in 29, or 71% of these 41 states, provided needs assessment data. That category yielded the highest percentage of involvement. Following closely, cooperative state agencies in 28 states (68%) and state CE associations in 25 states (61%) provided needs assessment information. This finding suggests that SEAs gathered information on needs to a greater extent from local community education personnel than from other state agencies. It is not clear whether the information from other state agencies focuses on local needs or state needs or resources. Also, it appears that most of the needs assessment information gathered locally came from existing community education programs rather than from potential programs.

The 201 cooperating agency representatives in the evaluation's sample of 38 states were asked whether they were involved in needs assessment for community education. Twenty-six percent said they were involved in conducting a needs assessment, while 49% said they provided information to the needs assessment. The former percentage conflicts with the data reported in Table 32, which showed that cooperating agencies in only 4 states, or 10% from which data were collected, participated in conducting a needs assessment. It is probable that the data in Table 32 is more accurate than the data collected from cooperating agencies since cooperating agencies may have been refering to needs assessments other than the specific community education assessment conducted by the SEA. Thus, it may be concluded that cooperating state agencies rarely were involved in the conduct of the needs assessment but did provide needs data to the SEA in over two-thirds of the states.

C. STATE PLANNING

1. State Plans

State planning for CE development is another important element of a statewide CE system. Typically, a state plan is a concrete result of the state planning process. Only half (26) of the states had some form of a state plan for community education. Further, only eight of those 26 states had a plan which had been formally approved by the SEA (Colorado, District of Columbia, Georgia, Minnesota, Missouri, Oregon, Texas, and West Virginia). Two of these eight states (Georgia and Missouri) reported using the state plan to develop their state program. Also, two of those eight SEAs (Missouri and Texas) along with two others whose state plan was never formally approved never received a federal CE grant. It does not appear that the receipt of federal CE funding had a significant impact on the development of state plans (eight of the 16 states funded for four years had a plan and eight did not). Even so, the SEAs funded in 1979 were slightly more likely to have a state plan (15 vs. 11). However, several states had developed or were developing state plans in anticipation of the activation of the formula funding program authorized in the 1978 amendments for CE.

Since this question was considered important, a list of possible elements of a state plan was derived from the CE literature and sample state plans. The coordinators were asked to check these elements from the list which were included in their state plan.

Table 33 shows the number and percentage of states having some form of state plan which had included specific elements in that plan. Statements of philosophy and objectives were the most frequently included elements of the state plan, while funding plans and roles of cooperating agencies were the least often included elements.

Table 33
Elements Included in State Plans

(N = 26)

Elements	Number	Percent*
1. Statement of philosophy	25	96
2. Statement of objectives	24	92
3. Definition of terms	21	81
4. Implementation guidelines for state plan	20	77
5. Training and staff development plans	19	73
6. Means of evaluation of state program	19	73
7. Means for assessing needs	18	69
8. Program goals for 1-3 years	18	69
9. Funding plans and projections	16	62
10. Role and relationships of cooperating agencies	16	62

*Percentages do not total 100% due to multiple responses

Special population groups provided for in the state plans were also identified (See Table 34). Needs of older people were provided for in 11 of the 26 state plans (42%), while needs of limited English speakers, the physically handicapped, and teenaged parents were addressed in nine state plans. Needs of mentally handicapped individuals were addressed in only seven of the state plans.

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Table 34
Needs of Special Population Groups Provided for in State Plans

(N = 26)

Population Groups	Number	Percent*
Older people	11	42
Physically handicapped	9	35
Limited English speakers	9	35
Teenaged parents	9	35
Mentally handicapped	7	27

*Percentages do not total 100% due to multiple responses

Various agencies, organizations, and individuals played roles in drafting CE state plans. Table 35 presents the types of groups and individuals and the number and percentage of states in which they were involved. SEA staff other than those of the CE program were most frequently involved (22 states). Following this, state CE advisory council members, state CE association representatives, and IHE personnel were involved in 20 states. It should be noted that while citizen participation is stressed in CE legislation and literature, only half of the states with a state plan involved citizens in drafting the plan. Generally, as the list moves from the SEA to other related organizations to local personnel, the number of SEAs decreases accordingly.

Table 35
Groups and Individuals Who Helped Draft State CE Plans

(N = 26)

Groups	States	
	Number	Percent*
1. SEA (not CE) officials	22	85
2. State CE advisory council	20	77
3. State CE associations	20	77
4. IHE personnel	20	77
5. Officials from other agencies/associations	19	73
6. Local CE project officals	17	65
7. Citizens-at-large	15	58
8. State board of edcuation	13	50
9. Local advisory councils	11	42
10. Consulstants	9	35
11. Regional CE officers	6	23

*Percentages do not total 100% due to multiple responses

The frequency with which state plans were updated varied considerably (See Table 36). Of 22 states which answered this item, seven updated their plan annually, seven updated their plan every 2-3 years, three updated their plan every four years or more, and five never updated their plan. The types of agencies to which state plans were disseminated also varied. Table 37 shows the variety of agencies to which the plans were distributed. Of the 26 state plans which were in some stage of development, 15 had been disseminated to state agencies outside the SEA and to state associations, and 13 had been disseminated to local school districts. In fact, more coordinators reported involving local school personnel in drafting their plan than the number receiving a copy of the plan (17 to 13).

Table 36
Frequency With Which State Plans are Updated

(N = 26)

Frequency	States	
	Number	Percent
Annually	7	32
Every 2-3 years	7	32
Four years are more	3	14
Never	5	23
Total	22	100

Table 37
Dissemination of State Plans

(N = 26)

Agencies to Which Plans Have Been Distributed	States	
	Number	Percent*
State agencies outside of SEA	15	58
State associations	15	58
Local school districts	13	50
Local government agencies	4	15
Municipal government leaders	3	12
General public	2	8
Other	13	50

*Percentages do not total 100% due to multiple responses

Representatives of state-wide cooperating agencies were also asked about the state plan. Of 170 individuals responding, 58, or 34%, said they had seen a copy of their state plan. Of the individuals who had seen the plan, 41, or 76%, said the plan included the involvement of his/her agency in community education activities; and 13, or 24%, said the plan did not include his/her agency's involvement.

2. General Program Development

The 1978 amendments to the CE federal legislation call for a ten-year plan for CE; therefore, interest was given in the data collection to how various respondents viewed the problems of the future. Other SEA staff were asked about four factors which could conceivably have a negative effect on the future development of the state CE program. The availability of funding (federal and state) seemed to be the most critical perceived future problem, with 73% saying it would be a likely major problem, 24% saying it would be a likely minor problem, and 3% saying it would be no problem. When asked to specify other potential problems, other than the ones listed, limited resources and "turf" problems stemming from competition with other programs were the ones most frequently cited. Significant in Table 38 is the fact that 31% of the other SEA staff did not see the absence of a supportive SEA administration as a likely problem.

Table 38
Factors Influencing Long Range Development of CE
as Perceived by Other SEA Staff

(N = 201)

Likely Problem	Major Problem		Minor Problem		No Problem	
	Number	Percent	Number	Percent	Number	Percent
Lack of availability of federal and state funding for CE activities	140	73	45	24	6	3
Absence of a supportive state educational administration	91	48	39	21	58	31
Lack of ability statewide to provide training and assistance in CE	74	39	74	39	43	23
Lack of local support for the CE concept	84	44	61	32	44	23

In a similar vein, the 201 representatives of cooperating agencies in 38 states were asked to specify problems involved in developing local programs. The most frequently cited problem was cost and lack of funding. Lack of public awareness, "turf" problems from other programs, and confusion over the CE concept were also frequently cited as problem areas. Table 39 shows the most frequent responses received.

Table 39

Problems Perceived by Cooperating Agencies in Developing Local CE Programs

(N =197)

Problem	Cooperating Agencies	
	Number	Percent*
Cost/lack of funding	101	51
Lack of public awareness	51	26
Turf protection by other programs	45	23
Confusion over CE concept	38	19
Lack of local gov't/school board support	24	12
Lack of competent leadership	23	12
Lack of resources	16	8

*Percentages do not total 100% due to multiple responses

D. CITIZEN PARTICIPATION (ADVISORY COUNCILS)

According to the CE coordinators, 34 (67%) of the states had statewide advisory councils or equivalent SEA-sponsored groups. The remaining 17 (33%) did not. Most of the advisory councils were concerned with community education alone (27, or 79%), compared to seven, 37%, of those surveyed in the 1978 national evaluation. The remaining seven councils were not specific to CE, most often also serving the adult education area. On the average, the councils had been in existence for 3 1/2 years and met between 3-4 times per year. (See Tables 40 and 41).

Table 40

Length of Time Advisory Councils Have Been In Existence

Years	States	
	Number	Percent
1	6	18
2	3	9
3	9	26
4	8	23
5	3	9
6	1	3
7	1	3
8	1	3
9	1	3
Did not respond	1	3
Total	34	100
Mean = 3.57	SD = 1.97	

Table 41
Frequency of Advisory Council Meetings

Meetings Per Year	SEA Advisory Councils	
	Number	Percent
1	2	6
2	3	9
3	5	15
4	13	38
5	1	3
6	8	23
7	1	3
12	1	3
Total	34	100
Mean = 4.32	SD = 2.04	

The mean number of members on each council was 22. The council in Oregon was made up of five members. On the other end of the distribution, one council contained 40 members (New Jersey) and another 60 members (New York). The distribution of the membership is shown in Table 42.

Table 42
Number of Members on CE Advisory Councils

Number of Members	SEA Advisory Councils	
	Number	Percent
Below 11	2	6
11-15	10	29
16-20	3	9
21-25	13	38
26-30	4	12
Above 30	2	6
Total	34	100

Advisory council members represented a wide variety of state and community groups, mostly consisting of agency representatives (see Table 43).

Table 43
Various Groups Represented on State Advisory Councils

(N = 34)

State and Community Groups	States	
	Number	Percent*
1. General public	34	100
2. Parks and recreation	30	88
3. Local CE project personnel	29	85
4. Community colleges	29	85
5. Human/social services	27	79
6. Department of aging	22	65
7. Other SEA personnel	19	56
8. Regional CE coordinator	14	41
9. Public health	12	35
10. Other	26	76

*Percentages do not total 100% due to multiple responses

For the most part, individuals were suggested for membership on the advisory councils by state CE office personnel and were then appointed by the Chief State School Officer. As shown in Table 44, 74% of the advisory council members were chosen in this manner. Other methods, also shown in the table, were not extensively used.

Table 44
Methods by Which Members Are Appointed to State CE Advisory Councils

(N = 34)

Methods	States	
	Number	Percent*
Members are suggested by state CE office and appointed by state superintendent of schools	25	74
Members are selected by state CE office	4	12
Members are mandated by state legislation or policy	3	9
Members are suggested by state plan or policy and appointed by Governor	1	3
Other	8	24

*Percentages do not total 100% due to multiple responses

The principal role of the advisory council was in advising in state CE policy. This was reported by CE coordinators to be the council's role in 25, or 74%, of the states. Sharing in decision-making was found to be a role in only 5, or 15%, of the states (See Table 45).

Table 45
Roles of Advisory Councils in Decision-Making

Role	States	
	Number	Percent
Advises in state CE policy	25	74
Shares in making major decisions	5	15
Provides support for decisions made by the state CE office	2	6
Makes major decisions concerning CE policy	1	3
Other	1	3
Total	34	100

The two areas of responsibility which concerned most state advisory councils during the 1979-80 program year was promoting interagency cooperation at the state level and developing a state plan. These two areas were reported as areas of responsibility by 29 (85%) and 28 (82%), respectively, of the states with advisory councils. Additionally, developing state guidelines for local CE projects was reported by 14, or 41%, of the states. These data are shown in Table 46.

Table 46
State Advisory Council Areas of Responsibility During 1979-80

(N = 34)

Areas of Responsibility	States	
	Number	Percent*
Promoting interagency cooperation at the state level	29	85
Developing a state plan	28	82
Developing state guidelines for local CE projects	14	41
Developing state legislation	10	29
Developing media presentations on CE	8	24
Developing sources of funding for state activities	8	24
Developing T/TA materials for local projects	5	15

*Percentages do not total 100% due to multiple responses

In addition to collecting information on advisory councils from state CE coordinators, cooperating agency officials were also interviewed regarding their agencies' relationships with the council. Of the 172 officials who reported that their agencies were involved in some way with the state CE office, 83, or 48%, said that someone from their agency was a member of the state CE advisory council; 81, or 47%, said that their agency was not represented on the council; and 8, or 5%, did not respond.

Of those that responded that their agencies were represented, 47, or 57%, said they were very positive about participating; another 26, or 31%, said they were generally positive. Only 12% said they were neutral, negative, did not know, or did not respond. When asked how they felt about the progress of the advisory council, 18, or 22%, said they were positive; 37, or 45% said they were generally positive, 10, or 12%, said they were neutral; 6, or 7%, said they were negative; and the remaining 12, or 14% did not know or did not respond (see Table 47).

Table 47
Attitudes of Cooperating Agency Officials Toward
Participating in and Progress of CE Advisory Councils

Attitudes	Participating In Advisory Council		Progress of Advisory Council	
	Number	Percent	Number	Percent
Very positive	47	57	18	22
Generally positive	26	31	37	45
Neutral	5	6	10	12
Negative	3	4	6	7
Don't know/did not respond	2	2	12	14
Total	83	100	83	100

E. INTERAGENCY COOPERATION

Given that interagency cooperation is an important element in the community education program, a significant amount of data were collected on the relationships between the state CE office and cooperating state agencies. To collect these data, 201 state level agency officials outside of the SEA were interviewed in 38 states.

The extent of contact with and awareness of the state CE office by the community agency officals appeared to be fairly high. It was found that 86% indicated that they had some contact with the state CE office and that a similar percentage (87%) had some to a great deal of awareness of the CE office's activities (See Table 48).

Table 48
Cooperating Agencies' Awareness of State CE Office Activities

Level of Awareness	Agencies	
	Number	Percent
A great deal	84	42
Some	90	45
Not at all	27	13
Total	201	100

A total of 172 cooperating agency representatives reported that their agencies had some relationship with the state CE office. Nineteen percent had formally defined relationships; 33% had informal but defined relationships; 41% had informal and exploratory relationships; and 7% had relationships which were different from the above.

Table 49 shows the types of cooperative arrangements which had been developed between the agencies and the state CE office. The data from cooperating agencies show that 71% of the agency representatives reported having arrangements for participation in interagency councils or committees; 65% had arrangements for mutual participation in program development activities; 47% had arrangements for sharing facilities, equipment, or staff; 33% had arrangements for jointly reviewing funding proposals; 29% had arrangements for funding activities jointly; and 25% had arrangements for mutual referral of clients. CE coordinators in all 51 SEAs were also asked about the types of interagency arrangements established by their office with the statewide agencies outside of the SEA. As shown in Table 50, similar results were found. When the cooperating agency staff were asked about the usefulness of these relationships, over 93% reported these were useful or very useful in every case. Similarly, over 90% of the CE coordinators rated these arrangements as useful or very useful.

Table 49
Different Types of Cooperative Arrangements with State-Level Agencies

Cooperative Arrangements	Cooperating Agencies (N = 172)		CE Coordinators (N = 51)	
	Number	Percent*	Number	Percent*
Participation on interagency councils or committees	122	71	34	67
Mutual participation in program development activities	111	65	29	57
Share facilities, equipment, or	80	47	15	29
Joint review of funding proposals	57	33	19	37
Joint funding of activities	50	29	15	29
Policies for mutual referral of clients	43	25	17	33

*Percentages do not total 100% due to multiple responses

Cooperating agency officials were asked about the support provided by their agencies to local CE programs. Of the 172 agencies reporting some kind of relationship to CE, 90, or 52%, reported that staff support was provided to local programs; 52% reported that support was provided in terms of materials; 35% reported that equipment was provided; another 35% that facilities were provided; and 29% said that funding was provided. The data are shown in Table 50.

Table 50
Types of Support Provided by State-Level
Agencies to Local CE Programs

(N = 172)

Type of Support Provided	Agencies	
	Number	Percent*
Staff	90	52
Materials	89	52
Equipment	60	35
Facilities	60	35
Funds	50	29

*Percentages do not total 100% due to multiple responses

In addition to the support described above, 45% of the 172 state-level agencies reporting some kind of relationship to CE also sponsored training or technical assistance for local programs. Overall, 348 events were sponsored, with most agencies sponsoring between one and three events. Most of the events were training sessions/workshops for local CE coordinators. Others included [illegible]reness sessions for community agency staffs and the general public, and con[illegible]ces on CE and other topics.

In addition to asking cooperating agency officials about their present relationships with the CE programs, these officials were also asked about the role they would like their agencies to play if CE were to expand significantly in the future. Of the 194 officials responding to this question, 68, or 35%, said they would like their agencies to be involved in local coordination of activities; another 29, or 15%, said they would like their agencies to be involved in training local CE staff; while 23, or 12%, said they would like their agencies to be involved in outreach and awareness activities directed at the general public. Table 51 presents these data.

Table 51
Future Role for Cooperating Agencies
As Identified by Cooperating Agency Officials

(N = 194)

Roles	Agencies	
	Number	Percent*
Coordination of activities	68	35
Training of local staffs	29	15
Outreach and communication with general public	23	12
Programs at local level	20	10
Funding and support effort of CE office	19	10
Facilities for CE programs	12	6
Referral source	11	6

*Percentages do not total 100% due to multiple responses

The state-level agency officials were also asked about the types of local program activities they would like to see as part of community education programs. The data showed that 37 officials suggested preventive health, mental health, or nutrition activities; 34 suggested recreation or leisure activities; and 25 suggested activities for senior citizens. Adult education in general and the areas of strengthening families, parenting education, self-sufficiency, survival, career planning, and vocational programs in particular were also suggested by a large number of agency officials.

Cooperating state agencies were asked about barriers or problems which existed in establishing cooperation between the state CE office and other agencies. Importantly, only half of the agencies reported that any problems or barriers existed at all. The most frequently cited problem or barrier to better cooperation was lack of time, staff, and/or funds. This was cited by 32, or 38%, of the agency officials who said that barriers did exist. Agency regulations, lack of contact/knowledge/awareness, turf protection, and funding requirements were also cited as barriers to cooperation. Methods for overcoming these barriers provided by the agency officials included more contact and communication with the state CE coordinator, the development of specific policies regarding interagency cooperation, more staff, changes in legislation and regulations, and increased funding.

Finally, the cooperating agency officials who were interviewed were asked if they had any advice for state CE coordinators for expanding agency networks and cooperation in the future. The most frequent advice given was for the CE coordinator to increase their contacts and hold more meetings with other agencies. These officials also suggested that the CE coordinators should increase their awareness of outside agencies and learn how they operate; both informal and formal contacts should be increased; the dissemination of state CE activities should be increased to obtain more awareness; and the interagency network should focus on the common goals of the various groups in order to avoid fights over "turf."

F. EVALUATION

An evaluation strategy is considered to be an integral part of the overall program development process. Thus, the CE coordinators were asked about the nature of evaluation as an element of their CE system. Of the 51 states, 29 (57%) had established plans for evaluating the statewide CE program.

Table 52 shows the scope of the evaluation efforts in the 29 states with such plans. Nineteen states conducted evaluations from within the SEA, although outside the CE program; 17 conducted self-evaluations (within the CE Program) using observations/impressions; 13 conducted third-party evaluations with observations/impressions; 11 conducted self-evaluations with formal instrumentation; and 11 conducted third-party evaluations with formal instrumentation.

Table 52
Focus of Statewide CE Evaluations

(N = 29)

Evaluation Focus	State	
	Number	Percent*
Evaluations from within SEAs	19	66
Self-evaluations with observation/impressions	17	59
Third-party evaluation with observation/impressions	13	45
Self-evaluation with formal instrumentation	11	38
Third-party evaluations with formal instrumentation	11	38

*Percentages do not total 100% due to multiple responses

G. REPORTING AND MONITORING

Communication is important to any educational program. It is especially important to the community education program since interaction with cooperating state agencies and the development of SEA supportive policies are two important elements of a state wide CE system.

In order to assess the extent to which information was exchanged, representatives of cooperating organizations were asked whether they had been provided information about CE by the SEA. Of those responding, 87% (150 of 173) said they had received information. As shown in Table 53, of those representatives who received information, 54% said they received the CE office newsletter, 49% said they received monographs and booklets, 29% said they received journal articles, and 23% said they received films, slides, and videotapes. In addition, 73% said they received other types of informational materials.

Table 53
Forms in Which Cooperating Agencies Received Information
From the State CE Office

(N = 173)

Information	Agencies	
	Number	Percent*
CE office newsletter	81	54
Monographs and booklets	74	49
Articles in journals	44	29
Films, slides, videotapes	34	23
Other	109	73

*Percentages do not total 100% due to multiple responses

Communication between the state CE program and local programs is also extremely important. The CE coordinators of the 38 states which were visited were asked about the extent to which local CE programs reported on their activities to the state CE office. As shown in Table 54, local programs reported on their activities in 21, or 55%, of those 38 states. No reporting occurred in 17, or 45%, of the 38 states visited. In the 21 states in which local programs did report, a reporting system was originated by the state CE office in 11 states, required by state legislation or policy in five states, and implemented by informal arrangement in another five states. The forms used and amount of information collected by these states varied from a simple one page form asking for minimum program information to complex multi-page forms asking more detailed questions. A sample of a short reporting form and a detailed reporting form are presented in Appendix B (Exhibits 7 and 8). The various community education reporting forms collected in the 38 site visits generally identified the following areas of information:

- Number of school and non-school buildings used by the local program;
- Number of participants listed by age group and by program area (academic, recreation, health services, etc.);
- Number of paid staff by position;
- Number of volunteers and volunteer hours;
- List of cooperating agencies;
- Use of advisory council(s); and
- List of funding sources for the program.

In those 17 states with no reporting system, eight states reported that a system will be developed in the future while nine states indicated that no reporting system will be developed. Two of those nine states indicated the reason they did not develop a reporting system was that an IHE center already collected the information.

Table 54
Status of Reporting Systems by Which Local CE Programs Reported Their Activities to the State Offices

Local Reporting Systems	States Number	States Percent
Locals Reported to State	21	55
Required by state legislation or policy	5	24
Originated by state CE offices	11	52
Informal agreement	5	24
		100
Locals Did Not Report to State	17	45
System will be developed in future	8	47
System will not be developed in future	9	53
		100
Total	38	100

Of the reporting systems in operation, the state CE office most often collected the data. The collection was done on an annual basis. Tables 55 and 56 show the types of data collectors and the frequency with which the data were collected.

Table 55
Reporting System's Data Collectors Within SEAs

Data Collectors	States Number	States Percent
State CE office	11	52
Local CE coordinator	1	5
Division of support services	1	5
Consultant	1	5
Regional associate	1	5
No response	6	28
Total	21	100

Table 56
Frequency of Collection of Reporting System Data

Frequency	States Number	States Percent
Annually	9	43
Quarterly	3	14
Monthly	1	5
Semi-monthly	3	14
Less than annually	1	5
No response	4	19
Total	21	100

State CE coordinators reported that a number of barriers existed to the creation of statewide reporting systems. Table 57 shows some of these barriers. For the most part, the barriers included the independence of local districts, limited staff and resources, and state policy preventing the collection of information.

Table 57
Barriers to Creating a Statewide Reporting System

(N = 38)

Frequency	Coordinators	
	Number	Percent*
Reluctance by local districts to provide information	10	26
Limited staffing/resources	8	21
State has no fundamental clout to require autonomous school districts to provide information	7	18
LEA variations to paperwork	6	16
SEA policy reducing reporting	4	10
State CE office not authorized to gather information	4	10
Lack of understanding of CE concept	3	8
Cost/lack of funds	3	8
Miscellaneous	8	21

*Percentages do not total 100% due to multiple responses

When asked how these barriers might be overcome, the CE coordinators suggested defining a clear relationship between the state and local CE programs in which information requirements are explained and a trusting relationship is developed. In addition, simpler forms collecting only essential information were mentioned as being helpful in overcoming the resistance of local CE programs. Table 58 provides various suggestions given by state CE coordinators for overcoming barriers to statewide reporting systems.

Table 58
State Coordinators' Suggestions for Overcoming
Reporting Systems Barriers

(N = 38)

Suggestions	Number of Coordinators
Explain why information is important	6
Simplify forms	6
More funds/staff	5
Have funds to distribute to gain fiscal clout	4
Grant SEAs authority to collect information	3
Have local staff design data collection and reporting systems	3
Ask only essential questions	3
Develop trust between SEA and LEA staffs	2
Other	14

In addition to communicating and developing relationships between the state CE office and local programs and cooperating state agencies, it would be valuable to develop strong relationships within the SEA in order to solidify the support of the CE program. Communication and exchange of information is an excellent way to build these relationships. To assess the extent to which information was received, SEA staff from outside the CE program were asked about the nature and content of information they received on the activities of the state CE office and local CE programs. Written reports, verbal reports, newsletters, the state plan and program guidelines comprised the most frequent responses (Table 59).

Table 59
Information Received by SEA Staff on Activities of State CE Offices and Local CE Programs

(N = 188)

Information	Other SEA Staff	
	Number	Percent*
1. Written reports	58	31
2. Informal, verbal reports	53	28
3. Newsletters	51	27
4. State plan, guidelines	45	24
5. Staff meetings	29	15
6. Contacts with LEAs	18	10
7. Conferences and workshops	9	5
8. Advisory council reports	6	3
9. Funding applications	3	2
10. Audits, evaluations	2	1
11. Local newspaper	2	1

*Percentages do not total 100% due to multiple responses

H. INTERACTION OF ELEMENTS

There were several factors which influenced the nature and level of state operational activities. For example, states with full-time CE coordinators were more likely to conduct formal or informal needs assessments (91% vs. 58%) and were more likely to have a statewide advisory council (82% vs. 35%) than were states without full-time coordinators. Similarly, states with full-time coordinators were more likely to develop relationships with state agencies in the areas of Health (71% vs. 18%), Human Services/Resources (82% vs. 41%), Parks and Recreation (79% vs. 59%), Aging (82% vs. 47%), and Community Colleges (79% vs. 59%).

States with federal CE grants in 1979 differed importantly from states without grants. States with federal grants were more likely to have a statewide advisory council (82% vs. 50%), and were more likely to have established relationships with state agencies in the areas of Parks and Recreation (85% vs. 58%), Health (63% vs. 42%), Aging (78% vs. 62%), and Community Colleges (78% vs. 67%). Interestingly, the presence of federal CE funds was only mildly related (56% vs. 46%) to the presence of a state plan.

The pattern of relationships based on the number of years of federal funding was similar to that based on the presence or absence of a 1979 federal CE grant. States with three or more years of federal CE grants were more likely than states with two or less years to have statewide CE advisory councils (77% vs. 52%) and to have established relationships with state agencies in the areas of Parks and Recreation (80% vs. 62%), Health (67% vs. 33%), Aging (77% vs. 62%), and Community Colleges (80% vs. 62%). The number of years of federal CE funding was relatively unrelated to the presence or absence of a state plan (53% vs. 48%).

The pattern of these findings clearly indicates that the presence or absence of federal financial support influences the level of operations of state CE offices. States with a history of federal grants have been more able to involve members of the general public and other state agencies in statewide CE activities.

I. SUMMARY

This chapter presented data on six of the primary elements of a viable SEA CE system. These elements are: needs assessment, state planning, citizen participation, interagency cooperation, evaluation, and reporting/ monitoring.

State needs assessment was not a very comprehensive state activity. Although 80% of the SEAs had conducted some kind of assessment, only 28 included other agencies/organizations in the assessment process. Only Hawaii included IHEs, the state advisory council, state CE association, and other SEA personnel in the assessment.

The development of state plans and the conduct of evaluation activities also needed more emphasis. Only 26 SEAs had state plans and only eight of those were formally approved. Similarly, only 29 SEAs had plans for statewide evaluation.

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The interagency cooperation element showed more SEA CE activity than the other operational areas. This is probably a more "natural" state-level activity. Also, many SEAs have been working at developing cooperation among agencies longer than other "more specialized, product-oriented" operations. There may be reason, however, to question the "sophistication" of cooperation due to the findings of lack of widespread cooperation in needs assessment, state plans, etc.

Finally, state coordinators rated "increasing citizen participation in local CE efforts" as last among six state goals, while "other SEA staff" ranked it as second only to general awareness activities. They perhaps viewed this goal as an LEA responsibility.

CHAPTER 6

LOCAL PROGRAMS AND STATE-LEVEL ASSISTANCE TO LOCAL COMMUNITIES

A. INTRODUCTION

State-level commitment and operational development have as their ultimate aim/purpose to support, assist, and impact upon the development of community education in local communities. Thus, the final three elements in the state system are aimed directly at the local level. These elements are:

- Information dissemination;
- Training and technical assistance to local programs; and
- The development of local community education programs.

B. INFORMATION DISSEMINATION

The dissemination of information depends, to some extent, upon the development of materials, information and other media. Table 60 shows the number of state programs which have developed various types of materials. The table also shows the various ways in which the materials were used. Pamphlets and brochures were the most frequently developed materials. They were prepared by 31 and 30 of the states, respectively. Manuals and training exercises were prepared by approximately one-third of the states. Generally, the materials developed by SEAs were used more consistently in awareness conferences than in workshops or especially in TA consultation.

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Table 60
Various Types of Dissemination Materials Used by State CE Offices

(N = 51)

	Number of States in Which Developed		Used in Awareness Conference		Used in Workshops		Used in TA Consultation	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Video-taped cassettes	9	18	6	67	6	67	3	33
Filmstrips	4	8	4	100	2	50	2	50
Slide-tape	13	25	13	100	12	92	10	77
Films	3	6	3	100	3	100	2	67
Manuals	18	35	7	39	14	78	16	89
General handouts/ pamphlets	31	61	30	97	28	90	27	87
Training exercises	17	33	9	53	17	100	12	70
Brochures	30	59	30	100	23	77	21	70
Other	7	14	6	86	6	86	4	57

Percentages do not total 100% due to multiple responses

Table 61 shows the extent to which various dissemination strategies were used in reaching local programs. The data indicate that the most common strategy was the use of speeches or presentations at conferences and conventions. It was reported by state CE coordinators that this was used in 47 of the states. Direct mail to relevant individuals and groups, the presentation of monographs and booklets, and the distribution of films, slides, and videotapes were also used by 75% or more of the states. Although a little over half of the state CE offices distributed CE newletters, this strategy was given the highest endorsement of usefulness. Over 70% of the coordinators using this information dissemination strategy rated it as very useful.

Table 61
Information Dissemination Strategies and Their Usefulness

(N = 51)

Strategy	Used		Usefulness					
			Very Useful		Useful		Not Useful	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Speeches/presentations at conferences & conventions	47	92	22	47	25	53		
Direct mail to relevant individuals & groups	41	80	21	51	20	49		
Monographs & booklets	40	78	17	42	23	57		
Distribution of films, slides, videotapes, etc.	37	75	20	54	17	46		
Articles in statewide journals	33	65	10	30	22	67	1	3
CE office newsletters	28	55	20	71	8	29		
Booths at conferences & conventions	26	51	4	15	19	73	3	12
Statewide media (TV, radio, newspapers)	23	45	7	30	13	57	3	13
Other	6	12	1	17	5	83		

Percentages do not total 100% due to multiple responses

In contrasting the findings in Tables 60 and 61, SEAs did not depend on their own materials but rather used materials developed by others. For example, the National Community Education Clearinghouse was used by over 60% of the state coordinators to disseminate information to local projects.

The respondents in the national mail survey of local recipients of training and technical assistance from SEAs were similarly asked about the means by which information was received (See Table 62). Seventy percent of those local staff and citizens reported that information was received by direct mass mailings and/or by speeches/presentations at conferences and meetings. It was also reported that 66% received handouts, brochures, and other written materials. These three mechanisms were also reported by state CE coordinators as their top three dissemination strategies. State CE office newsletters, individual correspondence, and articles in statewide journals were reported as being received by half or almost half of the local programs. When asked about the types of information which they desired in the the future, handouts, brochures and other written materials, direct mass mailings, state CE office newsletters, and speeches/presentations at conferences and meetings were information strategies most frequently suggested.

Table 62
Means by Which Information From SEAs was Received by Local Programs

(N = 467)

Information Strategy	Programs Receiving Information		Programs Desiring Future Information	
	Number	Percent*	Number	Percent*
Direct mass mailings	317	68	162	35
Speeches/presentations at conferences and meetings	316	68	148	32
Handouts, brochures, and other written materials	296	64	167	36
State CE office newsletters	231	50	154	33
Individual correspondence	210	45	122	26
Articles in statewide journals	199	43	124	27
Distribution of films, filmstrips, slides, videotapes, and audio tapes	134	29	125	27
Booths at meetings, conferences, or conventions	130	28	83	18
Television, radio, or newspaper coverage	63	14	91	19

*Percentages do not total 100% due to multiple responses

C. TRAINING AND TECHNICAL ASSISTANCE

According to state CE coordinators, 46 of the 51 states provided training and technical assistance (T/TA) to local CE programs during the 1979-80 program year. CE coordinators and IHE staff were most often involved in this training, with the former being involved in 43 of the states that provided T/TA, and the latter being involved in 41 of the states (see Table 63).

Table 63
Individuals Providing T/TA to Local CE Programs

(N = 51)

Type of Individual	States	
	Number	Percent*
CE coordinator	43	84
IHE personnel	41	80
CE staff (other than coordinator)	31	61
State CE association representatives	28	55
SEA staff outside CE program	25	49
Paid outside trainers	21	41

*Percentages do not total 100% due to multiple responses

Table 64 shows the content areas of the training and technical assistance provided by the State CE office during the 1979-80 program year, and the number and percent of states in which T/TA in each area was provided. Except in one case, all content areas listed were provided in a majority of states.

T/TA in developing community councils, task forces, and steering committees was provided in 41 of the 46 states in which T/TA of any kind was provided. Identifying funding sources for CE programs, drafting needs assessment instruments, and writing proposals also were common areas. The only area in which T/TA was not provided in over 50% of the states was in analyzing data and writing evaluation reports on CE projects.

Across all content areas, T/TA was provided by more states by means of face-to-face consultations than by telephone consultations or training workshops.

Similarly, telephone consultations were provided in more states than training workshops. Not surprisingly, almost all state CE coordinators rated the T/TA that they provided as either very useful or useful. In only 2% of the cases was a not useful rating given.

Table 64

Content Areas in Which State CE Offices Provided T/TA to Local Programs

(N = 46)

Content Area	States	
	Number	Percent*
1. Developing community councils, task forces, steering committees	41	89
2. Identifying funding sources	38	83
3. Drafting instruments for needs assessment	38	83
4. Writing proposals for funding CE programs	37	80
5. Designing programs for special populations	34	74
6. Developing project management skills	33	72
7. Designing programs based on community needs assessment	31	67
8. Developing job descriptions and qualifications for CE employees	28	61
9. Designing public relations or advertising materials	27	59
10. Designing and drafting instruments for evaluations of CE projects	26	57
11. Drafting school board or interagency joint resolutions	25	54
12. Developing plans for design or use of school facilities	25	54
13. Analyzing LEA or local government policy or regulations relating to CE	24	52
14. Analyses of data and writing reports on evaluations of CE projects	18	39

*Percentages do not total 100% due to multiple responses

It was reported that 17,671 individuals received training and technical assistance during the past year. Table 65 contains a breakdown by type of recipient and shows the total number across all states, the mean and standard deviation for each state, and the low and high number of recipients per state. Interestingly, more community residents (5,222) received training than any other category of recipient. Local school staff and local CE program staff were also frequent recipients of training and technical assistance.

It should be noted that the number of individuals receiving T/TA varied considerably among the states. This is evidenced by the large standard deviation and ranges shown in Table 65.

Table 65
Recipients of Training and Technical Assistance

Recipients	Total No. receiving T/TA	Mean per State	SD	Range
Community residents	5,222	116	201	1,200
Local school staff	4,435	99	113	500
Local CE staff	4,079	91	118	600
Cooperating agency staff	1,403	31	54	300
Local government leaders	1,241	28	51	307
State advisory council members	656	15	16	90
SEA staff	635	14	18	85
TOTAL	17,671	393	352	1,640

It should also be noted that 40 of the 45 state CE coordinators who provided the data for Table 65 gave best approximations, rather than exact figures. This statistic provides further evidence of the lack of hard data at the state level and reinforces a major finding of the first National CE Evaluation that a reporting system and local CE data base still do not exist.

State coordinators were asked which types of recipients of T/TA had the greatest potential for contributing to the development of the state CE system. Results showed that coordinators felt that local CE staff and local school staff have the greatest potential for making contributions. State advisory council members were also thought of as having good potential. Community residents, local government leaders, SEA staff, and cooperating agency staff were rated low on this question.

A total of 738 training and technical assistance events were jointly sponsored by the state CE office and other agencies during the 1979-80 year. Local CE programs were the most frequent joint sponsor (249 events), followed by IHE centers (172), cooperating state agencies (116), state CE associations (100), community colleges (71), and private non-profit agencies (30).

The cooperating agency officials who were interviewed at the 38 sites which were visited were asked about their agencies' joint sponsorship of T/TA events for local programs. Forty-five percent of the officials whose agencies had any relation to CE said their agencies sponsored T/TA events; 55% said their agencies did not. The number of events reported being sponsored ranged from a low of 1 to a high of 75, for a total of 348 events. The mean number of sponsored T/TA events per agency was 4.7. Most of these events concentrated on training for local CE coordinators.

Local recipients of T/TA were also asked about the types of training and technical assistance received (See Table 66). Sixty-seven percent of the 415 local recipients from whom data were collected reported that they received T/TA in developing community councils, task forces, and steering committees. It was also found that 47% received T/TA in identifying funding sources for CE and 48% received T/TA in drafting instruments for community needs assessments. These were the three areas in which the most local programs indicated that they received T/TA. These areas are the same as those cited by state coordinators as areas in which T/TA was most frequently given by the state CE officer.

An important question to be answered is: To what extent do different groups of individuals receive different types of T/TA? The sampling frame of T/TA recipients was stratified by four T/TA delivery mechanisms:

1. Participated in workshops directly provided by SEA staff;
2. Participated in other T/TA strategies provided directly by SEA staff, and did not attend any workshops;
3. Participated in T/TA of both types in 1. and 2. above which was sponsored by SEA and delivered by other organizations; and
4. Participated in T/TA of both types, which was both directly provided by SEA staff and delivered by other organizations.

The data show that there were some differences in areas of T/TA received across sampling strata. As compared to the overall groups of recipients, there was a higher percentage of individuals in Stratum 3 who received T/TA in the following areas:

- Developing community councils, task forces, steering committees, etc.:
- Designing programs based on a community needs assessment;

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Table 66
Training and Technical Assistance Received and Desired by Local Recipients

(N = 462)

Type of T/TA	Local Recipients of T/TA		Programs Desiring T/TA in Future	
	Number	Percent*	Number	Percent*
1. Developing community councils, task forces, steering committees	276	67	114	27
2. Drafting instruments for community needs assessment	198	48	116	28
3. Identifying funding sources for CE	197	47	145	35
4. Analyzing local school or government policy or regulations relating to CE	186	45	112	27
5. Designing programs based on a community needs assessment	182	44	113	27
6. Designing public relations or advertising material	170	41	134	32
7. Writing proposals to fund community education	160	39	163	39
8. Designing programs for special populations (elderly, minority, handicapped, etc.)	134	32	132	32
9. Designing and drafting instruments for evaluations of CE projects	125	30	118	28
10. Developing project management skills	114	27	111	27
11. Analyzing data and writing reports on evaluations of community education projects	113	27	103	25
12. Developing plans for school facility design or use of school facilities	109	26	87	21
13. Drafting school board or interagency joint resolutions	98	24	77	19
14. Developing job descriptions and qualifications for CE employees	79	19	82	20

*Percentages do not total 100% due to multiple responses

- Designing programs for special populations; and
- Designing public relations or advertising materials.

Similarly, as compared to the total group, there was a higher percentage of individuals in Stratum 4 who received T/TA in designing programs based on a community needs assessment. Smaller percentages of individuals in Stratum 4, as compared to the total group, received T/TA in:

- Developing plans for school facility design or use of school facilities; and
- Designing programs for special populations.

Differences were also found across types of recipients. When compared to the overall sample, greater percentages of superintendents received T/TA in:

- Drafting instruments for community needs assessment;
- Designing programs based on a community needs assessment;
- Writing proposals to fund community education;
- Developing plans for school facility design or use of school facilities;
- Designing public relations or advertising materials;
- Developing project management skills; and
- Identifying funding sources for CE.

Similarly, greater percentages of non-school staff members received T/TA in:

- Analyzing local school or government policy or regulations relating to community education;
- Drafting school board or interagency joint resolutions;
- Developing plans for school facility design or use of school facilities; and
- Designing and drafting instruments for evaluations of community education projects.

Smaller percentages of non-school local agency staff, as compared to the total sample, received T/TA in:

- Analyzing data and writing reports on evaluations of community education projects; and

- Identifying funding sources for CE.

Finally, in ten of the 14 areas, smaller percentages of local private agency staff received T/TA as compared to the overall sample. The only four areas in which similar percentages of local private agency staff received T/TA as the total sample were:

- Developing community councils, task forces, steering committees, etc.;

- Designing programs for special populations;

- Developing job descriptions and qualifications for CE employees; and

- Developing project management skills.

In terms of the means by which T/TA was provided, local recipients reported that they took part in more workshops than in personal face-to-face or telephone consultations.

In order to determine the most useful strategy for training and technical assistance, the state coordinators and local program recipients in the national mail survey were all asked to rate the usefulness of each T/TA area in which they provided or received T/TA. Usefulness was rated in terms of very useful, useful, and not useful. Summary results over all 14 T/TA areas are shown in Table 67. In interpreting the data, the higher the mean, the more useful the strategy is rated (Not Useful = 1; Useful = 2; Very Useful = 3). The results show that, overall, the local recipients (the receivers) rated the T/TA more useful than the state coordinators (the providers). Interestingly, the local recipients felt that personal face-to-face consultations were more useful than telephone consultations or workshops. On the other hand, the state coordinators felt that training workshops were more useful than personal face-to-face and telephone consultations. The data also show that local and state CE staff who were involved with combinations of two or all three T/TA strategies rated the T/TA more useful than local and state coordinators who received or provided only face-to-face consultation alone, telephone consultation alone, or training workshops alone. Only one exception to this occurred and it may have been due to a low number of occurrences in the relevant category of this analysis.

It is also important to point out that local recipients rated telephone consultations more useful than did state coordinators who were the providers. The reason for this finding may be that impersonal telephone calls are not very satisfactory to T/TA providers; but if they provide important information to local program coordinators, they are useful to them and are rated as such. Personal contact was not as important to the receivers of T/TA as long as useful information was conveyed.

Table 67
Usefulness of T/TA Strategies as Reported by Local Recipients

Mean of T/TA	*Mean Ratings of State Coordinators Whose Offices Have Provided T/TA	*Mean Ratings of Local Coordinators Where Programs Have Received T/TA
Personal face-to-face	2.38	2.57
Telephone	2.10	2.33
Training workshops	2.44	2.30
Face-to-face and telephone	2.37	2.68
Face-to-face and workshops	2.45	2.71
Telephone and workshops	2.20	2.56
Face-to-face, telephone, and workshops	2.69	2.76

*Ratings:
1 = Not Useful
2 = Useful
3 = Very Useful

D. LOCAL COMMUNITY EDUCATION PROGRAMS

This element can be thought of as the most important since the establishment of local programs is considered to be the ultimate objective of the state-level program.

1. Background

Before the federally-funded state-level program began in SEAs throughout the U.S., 327 local programs existed in 34 states. At the time of this study, local programs were being operated in 49 of the 51 states. In the 48 states which responded to a question about number of local programs, a total of 2,963 programs were reported to be in existence. Table 68 shows the number of states with various numbers of local programs. The program definition presented to CE coordinators for reporting this information comes from the 1978 amendments to federal CE legislation:

> ...a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community.

Not all states, however, followed this definition. Some states reported the number of local programs for single schools and others used school districts, which undoubtedly consist of several or more community schools.

Overall, the mean number of programs per state was 61.7 (S.D.=77.95) with a range from 3 to 329. The median number of programs was 30.17 per state.

Table 68
Number of States by Number of Local Programs

Number of Programs	Number of States
less than 6	4
6- 10	9
11- 15	2
16- 20	7
21- 30	6
31- 40	5
41- 50	4
51- 75	3
76-100	3
101-150	2
151-200	1
over 200	5
Total	51

Local projects received funding from many sources (see Table 69). In reading this table, it should be remembered that any one project may have had more than one source of funding. Of the 2,963 local projects, 84% received LEA funding, 65% received tuition and fees paid by participants, and 53% received SEA funding. Of the 21 states providing SEA funding to local projects, 5 states used a competitive funding process, 4 states used funding based on the general education allocation, and 3 states used formula grants based on population. The remaining states used other funding processes.

Table 69
Local Project Funding Sources

(N=2,963)

Source of Funding	Local CE Programs	
	Number	Percent*
Federal CE grant	37	1
SEA funds	1,556	53
LEA funds	2,502	84
Other federal agency	363	12
Local government	265	9
Business/industry	101	3
Private foundation	137	5
Other	1,935	65

*Percentages do not total 100% due to multiple response

State CE coordinators were asked about the activities and issues addressed by local community education programs. Table 70 shows these data. The most common program activity conducted by local programs was adult education, followed by recreation and leisure activities, and academic enrichment. One of the most interesting findings to be noted in Table 70 is the number of SEAs in the "information not available" column. Apparently State CE Coordinators are not always knowledgeable about the activities of the local programs in their state due to the lack of a structured reporting system for LEA program information. These are the types of activities that state and national policymakers often want to know about.

Table 70
Local Program Activities as Reported by State CE Coordinators

(N = 49)

Activity	More than 50% of Local Programs	25-50% of Local Programs	1-25% of Local Programs	None	Information Not Available
	Number	Number	Number	Number	Number
Adult activities	37	--	1	--	11
Recreation & leisure	33	3	2	--	11
Academic enrichment	27	7	3	--	12
School/comm. vandalism	6	6	10	1	26
Energy conservation	5	5	21	--	18
Family relations	3	12	17	--	17
Drug & alcohol abuse	3	1	25	--	20
Single parent families	2	5	19	--	23
Teenaged parents	2	2	14	2	29

2. Expanding Local Programs

State coordinators were asked about the most effective strategies they used to increase the number of local programs. Awareness and information programs were cited by 14 of the 38 coordinators interviewed as being the most effective, while another 10 indicated that contacts with the local superintendents and boards were most effective. Another effective strategy cited was the implementation of pilot or model programs. Table 71 shows these and other responses to this question by the CE coordinators.

Table 71
Strategies Used to Increase the Number of Local CE Programs

(N = 38)

Strategy	Number of States
1. Awareness and information programs	14
2. Contacts with local superintendents and boards	10
3. Pilot/model programs	8
4. Annual conferences/workshops	6
5. T/TA for CE coordinator	5
6. State funding	3
7. Statewide support system	3
8. Seed grants	2
9. State advisory council	2
10. Services/resources provided to LEAs	2

In addition to asking state CE coordinators about the strategies used previously to increase the number of local programs, coordinators were also asked about strategies which they planned to use the next year. Ten of the 38 coordinators interviewed said they would concentrate on state interagency cooperation; and eight said they would provide more training workshops and offer more technical assistance. The data are shown in Table 72.

Table 72
Strategies Planned for Next Year to Increase the Number of Local Programs

(N = 38)

Strategy	Number of States
1. Increase promotion/awareness programs	10
2. State interagency cooperation	10
3. Training workshops	8
4. Develop state legislation/policy/plan	4
5. Develop state-level cadre of resources	4
6. Coordination with IHE	3
7. Develop/disseminate model/pilot projects	3
8. Conduct local needs assessment	3
9. Obtain more cooperation within the SEA	3
10. Direct personal contact with local school staff/leaders	2
11. Provide added funding by LEAs	2
12. Target activities to specific client groups	2
13. Strengthen advisory council	1
14. Obtain federal funds for LEAs	1
15. Train LEA staff	1

In addition to CE coordinators, other SEA staff were asked about their working to promote development of local CE programs. Of the 192 SEA officials interviewed, 66% said they helped promote local CE development. The most effective promotional activities in which they reported being involved in are shown in Table 73.

Table 73
Involvement of Other SEA Staff in Developmental Activities Promoting CE

(N = 192)

Activity	Number	Percent*
1. State and regional conferences or training workshops	45	23
2. Visited LEA and participated in community meetings and evaluation and assessment efforts	43	22
3. Public relations efforts to promote CE	20	10
4. Development of special or model programs	18	9
5. Provided funding	13	7
6. Disseminated information and other resources	12	6
7. Attended divisional meetings to discuss networking and cooperation	11	6
8. Worked with advisory council	9	5
9. Participated in planning and policy-making	9	5
10. Participated on government committees	8	4
11. Helped develop state plan	4	2
12. Helped coordinate state agencies	4	2
13. Developed materials for video tapes, publications, newsletters	4	2

*Percentages do not total 100% due to multiple responses

3. Supporting Local Programs

In addition to information dissemination, training, and technical assistance, state CE offices and cooperating agencies provided other support to local programs. The data show that 1,867 local programs in 23 states received material support, while 1,181 local programs in 21 states received funding support. Smaller totals of 494 programs in 4 states and 198 programs in 3 states received staff and equipment support, respectively, from state CE offices (See Table 74). Cooperating agency officials provided similar support. Staff and material support was provided by 54% and 53% of these agencies respectively. Support in terms of facilities and equipment was provided by 36%, and funding was provided by 29%.

Table 74
State CE Office Support to Local Programs

(N = 2,963)

Type of Support	Number of States Providing Support	Local Programs Receiving Support	
		Number	Percent*
Materials	23	1,867	63
Funds	21	1,181	40
Staff	4	494	17
Equipment	3	198	7
Facilities	0	0	0

*Percentages do not total 100% due to multiple responses

Data collected from local community education recipients generally supported the data provided by state coordinators, as shown in Table 75. Of the 465 local persons who provided data, over half (54%) received support and assistance through materials. Such material support was also reported by state coordinators to be the most common type they provided. Funding and staff support were received by 34% and 30%, respectively, of the local programs. The only conflict in the data concerns facilities support. State coordinators reported that no state provided this type of support. However, 81 local respondents, or 17%, of those included in the study, received facilities support. A misinterpretation of the source of this support is one possible explanation of this conflict. Practically all of the recipients reported that the support received was very useful or useful. Ten percent, however, did say that the equipment support was not useful.

Table 75
Support Received and Desired by Local Programs

(N = 465)

Type of Support	Local Recipients Receiving Support		Local Recipients Desiring Future Support	
	Number	Percent*	Number	Percent*
Materials	250	54	185	40
Funds	160	34	197	42
Staff	142	30	125	27
Facilities	81	17	86	18
Equipment	46	10	97	21

*Percentages do not total 100% due to multiple responses

Local coordinators were also asked whether future support was desired. Of the 467 coordinators responding, 42% wanted additional funding support and 40% wanted materials support. Staff support was also desired by only a little over a quarter of the coordinators.

E. INTERACTION OF ELEMENTS IN THE STATEWIDE SYSTEM

There were a number of factors which affected the amount of SEA assistance provided to local CE programs and which affected the number of such local programs present in a state. States with full-time coordinators, for example, had a greater number of local programs than states without full-time coordinators (means = 75.7 vs. 32.6), and states with full-time coordinators also had more federally-supported local programs (means = .9 vs. .4). States with full-time coordinators were more likely to provide T/TA to local program personnel (100%

vs. 71%), and more frequently used each of the following to provide T/TA to local projects: CE coordinator (100% vs. 53%); other CE staff (79% vs. 24%); SEA (not CE) staff (68% vs. 12%); IHE personnel (91% vs. 59%); paid outside trainers (56% vs. 12%); and the state CE association (71% vs. 24%). States with full-time coordinators were more likely to use each of the following information dissemination channels: Speeches at conferences and conventions (100% vs. 76%); booths at conferences and conventions (62% vs. 29%); direct mail (91% vs. 59%); articles in statewide journals (82% vs. 29%); CE office newsletters (68% vs. 29%); statewide media (television, radio, newspapers) (62% vs. 12%); films, slides, video tapes (85% vs. 53%); and monographs and booklets (85% vs. 65%). In the area of materials development, states with full-time coordinators were more likely to produce the following types of materials: video tapes/cassettes (26% vs. 0%); manuals (47% vs. 12%); general handouts/pamphlets (47% vs. 6%); and brochures (71% vs. 35%).

There were also differences based on 1979 CE funding and years of federal funding. States with federal CE funding for 1979 were more likely than those without to provide T/TA to local programs (100% vs. 79%) and to use the National CE Clearinghouse to provide information to local programs (74% vs. 26%). Similarly, states with three or more years of federal CE funding were more likely than those with two or less years of funding to provide T/TA to local programs (100% vs. 76%) and to use the National CE Clearinghouse to provide information to local programs (83% vs. 29%). The presence of a full-time coordinator and federal financial support, thus, clearly increases the ability of state CE offices to provide assistance to local programs.

These were significant to the existence of funding state legislation for CE. The 11 states with such legislation accounted for exactly half of the 2,963 local programs reported. Whereas the mean number of local programs overall was 61, the mean number for those 11 states was 136, over twice as many as the overall mean.

F. SUMMARY

The purpose of this chapter was to discuss the three elements of a state CE program which are aimed directly at the local level. These elements were information dissemination, training and technical assistance, and the development of local programs. It was found that 46 of the 51 SEAs provided T/TA to local programs in 1979-80. Face-to-face consulting was the most common means of delivering T/TA. A combination of telephone, face-to-face, and training workshops was seen as most used by both SEA and local staffs. Finally, the most effective strategy for increasing the number of local CE programs was "awareness and information" efforts by SEAs.

CHAPTER 7

FEDERALLY FUNDED LEAs

A. INTRODUCTION

As described earlier in Chapters 1 and 3, the community education movement, while not a recent phenomenon, was given a new impetus through the passage by Congress of the Community Schools Act, 1974, and its incorporation into the Elementary and Secondary Education Act as Title VIII in the 1978 Education Amendments. The federal legislation defines a local community education program as:

- "a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college;
- is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies;
- to provide educational, recreational, cultural, and other related community services for the community that center serves; and
- in accordance with the needs, interests, and concerns of that community."

Justification for the grant program authorized in the legislation is based on the premise that the school is the primary educational influence in the community and that it is most effective when it involves the people of the community in a program designed to fulfill their educational needs. Community education thus promotes a more efficient use of public education facilities through extending the times during which, and the purpose for which, school buildings and equipment are used.

1. Minimum Elements and Activities

In defining community education, a set of eight "minimum elements" of a community education program which are generally endorsed by most professionals in the field were printed in the Federal Register.[1] These are requirements which are to be met or worked toward in all federally supported community education projects.

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[1] Federal Register, Part 2, Friday, December 2, 1975, Volume 40, No. 240.

1. SCHOOL INVOLVEMENT - The program must provide for direct and substantial involvement of a public elementary or secondary school in the administration and operation of the program.
2. COMMUNITY SERVED - The program must serve an identified community which is at least co-extensive with the school attendance area of the school involved in it, except where circumstances warrant the identification of a smaller community.
3. PUBLIC FACILITY AS A COMMUNITY CENTER - Program services to the community must be sufficiently concentrated and comprehensive in a specific public facility. Satellite or mobile facilities related to the community center may be used by the center for the provision of a portion of the program's activities.
4. SCOPE OF ACTIVITIES AND SERVICES - The program must extend the program activities and services offered by, and uses made of, the public facility being used. This extension should include the scope and nature of the program service, the total population served, and the hours of service.
5. COMMUNITY NEEDS - The program must include systematic and effective procedures: for identifying and documenting on a continuing basis the needs, interests, and concerns of the community served; and for responding to such needs, interests and concerns.
6. COMMUNITY RESOURCES AND INTERAGENCY COOPERATIVE ARRANGEMENTS - The program must provide for the identification and utilization to the fullest extent possible of educational, cultural, recreational and other existing or planned resources in the community. The program must also be designed to encourage and utilize cooperative arrangements among public and private agencies to make maximum use of the talents and resources of the community, avoiding duplication of services.
7. PROGRAM CLIENTS - The program must be designed to serve all age groups in the community as well as groups within the community with special needs (such as persons of limited English-speaking ability, mentally or physically handicapped, etc.) or other special target groups not adequately served by existing programs in the community.
8. COMMUNITY PARTICIPATION - The program must provide for the active and continuous involvement of institutions, groups and individuals broadly representative of the community served. They must be continually involved in the assessment of community needs, the identification of community resources, and in program evaluation.

In addition to the requirement of the aforementioned eight minimum elements, the CE legislation specifies 14 program activities which can or ought to be part of local CE programs. These program activities are presented in Table 76.

Table 76
Program Areas Specified in the Community Education Legislation of 1978
(P.L. 95-561, Sec. 807)

PROGRAM ACTIVITY
1. Educational, cultural, recreational, health care, and other related community and human services, whether or not in the form of formal courses,
2. Activities making the school or other public facilities and equipment available for use by public agencies and private non-profit organizations, individuals and groups in the community,
3. Preventive health, dental care, and nutrition,
4. Special programs for particular target groups, such as older persons,
5. Services designed to eliminate the high incidence of suspension, expulsion, and other disciplinary action involving chronically maladjusted students,
6. Services for students who withdraw from school before completing secondary school requirements, regardless of age or time of withdrawal,
7. Services for mentally or physically handicapped individuals or other health impaired individuals,
8. Rehabilitation programs for juvenile and adult offenders,
9. Parent education for care, development, and education of handicapped children,
10. Training programs in institutions of higher education for ther purpose of assisting full-time training for personnel who are engaged in or who intend to engage in community education programs,
11. Specialized high school or schools within schools organized around particular interests such as the arts, or using flexible scheduling and summer learning programs to take into account special needs of students, or creating interrelationships between secondary schools and such community resources as museums, cultural centers, and institutions of higher education,
12. Development of means to use technology to improve the relationship between the school, the home, and community resources such as libraries, museums, and cultural centers,
13. Early childhood and family educational grants for programs operated by State and local education agencies and public and private, non-profit agencies or organizations for children below age six, which may include identification of potential barriers to learning education of parents in child development, family services, education for parenthood programs and referral services, and
14. Leisure education.

2. Legislative Purpose for LEAs

The 1974 Community Schools Act (P.L. 93-380) provided for grants to local education agencies for the purposes of initiating, expanding, or maintaining community education programs which worked toward including all eight minimum elements and some or all of those program activities applicable to the specific local setting. These purposes were expanded with the 1978 CE amendments (P.L. 95-561) so "that the local community education program funded under the federal CEP would also show" reasonable promise of success and is in substantial compliance with these four specific requirements:

- "that community education programs assisted under this part will, to the extent feasible, serve all age groups within the community, including preschool children, children and youth in school, out of school youths, adults, and senior citizens as well as groups in the community with special needs for community education program services such as individuals with limited speaking ability, mentally and physically handicapped individuals, and other health impaired individuals;
- that the community education program will include procedures for the systematic and effective identification and documentation of the needs and concerns of the community;
- that the community education program will provide for the identification and use of existing education, cultural, recreational, health care, and other resources outside the school or other public facility (including the services of volunteers) and will contain provisions to encourage the use of cooperative arrangements with public and private agencies to make the maximum use of existing resources within the community: and
- the community education program will provide for the active and continous involvement on an advisory basis of institutions, groups, and individuals in the community to be served by the program and the active and continous involvement of parents of school children in the planning, development, and implementation of programs."

Mostly, these requirements reinforced strengthening the eight minimum elements.

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Further, the Regulations approved and distributed April 3, 1980 (the first official regulations setting policy for the 1978 amendments) broadened the purpose of LEA grants by stating that:

> "The Commissioner funds LEA projects that have the greatest potential for national impact. These projects must show promise for advancing community education by developing exemplary approaches, methods, or information that could be replicated by other LEAs throughout the Nation."[2]

This regulation described a strategy presented informally by the CEP during the previous years of funding. It appears that the LEA projects funded during the four-year period, 1976-1979, applied for grants with the 1974 Act purposes and not with the promising practices or model building strategy in mind. As a result of the 1978 amendments, the CEP is now funding LEAs as, "innovative, model-building" projects. However, the projects reported in this chapter were funded in 1979 as part of the original "program operation" purpose. But given the two somewhat different and competing purposes, and funding requirements followed during this transition period of 1979 and 1980, the 37 projects funded in 1979 will be described and examined in terms of both legislative programs.

Before proceeding to a full discussion of the reporting form used to gather information on the 37 projects and a description of those projects, an overview of the federal funding history with LEAs will be presented.

3. Federal Funding History

Overall, 178 federal grants have been awarded over the past four years. A total of 48 grants were awarded in each of 1976 and 1977, 45 in 1978, and 37 in 1979. Seven projects have had funding for four years; 14 have had funding for three years; 19 have had funding for two years, and 70 have had funding for one year.

The federal CEP has funded LEAs over the past four years for a total of $6,095,820, a breakdown by year is given in Table 77.

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[2] Federal Register Vol. 45. No. 66. April 3, 1980 - Rules and Regulations. Subpart A - General. 1636.11.6.

Table 77
Federal CE Grants to LEAs, 1976-79

Action	1976	1977	1978	1979	Total
No. of applications received	550	362	273	293	1,478
Total funds awarded	$1,564,000	$1,564,000	$1,564,000	$1,403,820	$6,095,820
Percent of change in number received		-34%	-24%	+7%	
Number funded	48	48	45	37	178
Percent funded	8.7%	13.2%	16.4%	12.6%	12%
Mean grant size	$32,583	$32,583	$34,755	$37,941	$34,246

The number of applications received decreased from 550 in 1976 to 293 in 1979, a 46.7% decrease. The number funded per year decreased from a high of 48 in 1976 to a low of 37 in 1979, a 19% decrease. However, the mean size of the grant increased from $32,583 in 1976 to $37,941 in 1979, a 16.4% increase.

During the 1979-80 program year the CEP designated the seven (Comal, Texas; Birmingham, Michigan; Austin, Texas; Alamogordo, New Mexico; Gloucester, Virginia; Tuscon, Arizona; Salem, Oregon.) projects funded for four years as innovative projects which should be described and shared with other CE programs around the U.S. Thus, each project prepared a monograph describing the innovative components of the project. This effort was the first, in the four-year period, dissemination of LEA projects with "promise for advancing community education ... exemplary approaches, methods, or information that could be replicated by other LEAs throughout the nation."[3] These seven projects are included in the discussion which follows in this chapter.

B. LOCAL MONITORING AND REPORTING

One of the objectives of this study was to test the development of a reporting form for community education information on local programs for reporting at the state and national levels. As reported in Chapter 5, only a few states had a reporting system and most of those were tied directly to the distribution of monies for local CE activities. Moreover, the Federal CEP required only a narrative report of project performance for end of the year completion by those LEAs funded by that office. For the most part, those reports and other project evaluations had not yielded much useful information about the manner or extent to which those programs achieved their objectives or the eight minimum elements. Furthermore, there was no evidence that those approaches had provided useful information for future planning by the SEAs.

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[3] Ibid. p. 6

With that as background, the Local Monitoring Data Procedure Form (see Appendix F, Form No. 6) was developed and presented to each of the project directors for the 37 LEA projects with a Federal CE grant for 1979-80. The third-party evaluator employed by the LEA facilitated the completion of the form at the end of the 1979-80 program. In addition, the project director was asked to rate each of the 21 items on the form in terms of the ease of completing the item and the usefulness of the information for their local reporting purposes.

Thus, the Local Monitoring Data Procedure Form and the item rating form are the two sources of information for the discussion which follows in this final chapter of Volume II. First, the 37 projects will be described in terms of project setting; needs, objectives and activities; facilities usage; policies and resources; community networks; and program effects. The description will conclude with a summary of the findings structured around the eight minimum elements and program activities. Finally, the usefulness and efficiency of the Local Monitoring Data Procedure Form itself will be briefly discussed. Thus, the purpose of this chapter is twofold: to describe the community education programs operated by the 37 LEAs funded by the CEP in 1979; and to describe the monitoring and reporting form used to gather that information.

C. PROJECT SETTING

The 37 federally-funded local projects were spread out over 24 states. One state (Texas) had four projects; two states had three projects; six states had two projects; and the remaining 15 had one project each. In the 24 states, the 37 projects cover 62 school districts and 695 schools. The service areas covered by the projects had a total population of over 2.2 million with the smallest service area (Hays, Montana) containing 1,500 people and the largest (Tucson, Arizona) containing 340,000. The distribution of projects by size of service area is shown in Table 78, and Table 79 shows the distribution of projects by the number of school districts they serve. Most projects (28) served one school district each. However, one project served seven districts.

Table 78
Distribution of Federally-Funded Local CE Projects
by Size of Service Area

Population of Project Service Area	Number of Projects	Percent of Projects
10,000 and less	6	16
10,001 - 20,000	7	19
20,001 - 50,000	11	30
50,001 -100,000	8	22
100,001 -300,000	3	8
over 300,001	2	5
Total	37	100

Table 79
Distribution of Federally-Funded Local CE Projects
by Number of School Districts Served

Number of School Districts Served	Number of Projects	Percent of Projects*
1	28	76
2	3	8
3	0	0
4	4	11
5	1	3
6	0	0
7	1	3
Total	37	100

*Percentages do not total 100% due to rounding

Table 80 shows the distribution of projects by the number of individual schools they served. As stated above, the total number of schools served was 695, or a mean of 19 per project. The range of schools served varied from one to 99.

Table 80
Distribution of Federally-Funded Local CE Projects
By the Number of Schools Served

Number of Schools Served	Number of Projects	Percent of Projects
1	2	5
2 - 5	8	22
6 - 10	5	14
11 - 15	8	22
16 - 20	6	16
21 - 30	3	8
31 - 50	2	5
51 - 100	3	8
TOTAL	37	100

D. LOCAL PROGRAM DESCRIPTIONS

Two of the eight minimum elements (numbers four and five) deal with community needs, assessments of those needs, and a program's responses to those needs. Community education is distinguished by its responsiveness to the community and its mission of solving community and human problems.

1. Needs Assessment

The directors of the 37 projects were asked whether they had sponsored or contributed to written assessments in the following areas:

- community needs, interests, concerns;
- educational, cultural, recreational resources; and
- resources available from other agencies.

Of the 36 responding programs, 32 projects (89%) sponsored an assessment of community needs, interests, or concerns; 27 projects (75%) sponsored an assessment of education, cultural, or recreational resources; and 21 projects (58%) sponsored an assessment of resources available from other agencies. It was further found that 27 projects (75%) contributed to another group's assessment of community needs, interests, or concerns; 30 projects (83%) contributed to another group's assessment of education, cultural, or recreational resources; and 27 projects

(75%) contributed to another group's assessment of resources available from other agencies. These data indicate that needs assessment was an important concern of the federally-supported CE projects.

2. Project Objectives

Project directors were asked to prioritize five general CE objectives by the relative importance they are to their particular projects. The objective with the highest priority was "expanding the use of schools". This objective was met or almost met by 78% of the projects. The next highest priority was "coordinating existing community service/programs" which was met or almost met by 74% of the projects. Table 81 shows how the directors ranked the five objectives and also the percentage of projects, which indicated that the objectives were met. Moreover, the ranking of these important five objectives by the directors of the 37 projects funded in 1979 are compared to the rankings by the directors of the 20 projects funded both in 1976 and 1977.[4] There are some differences between the two groups, as indicated in the table.

3. CE Project Activities

A total of 129,159 individuals participated in 6,548 courses offered by the 37 federal community education projects during the last year. This number of individuals accounts for 5.7% of the total population served by the 37 federal projects. Approximately 55% of the individuals served were adults between 16-64 years of age; 33% were students in grades K-12; 7% were senior citizens; and 6% were pre-schoolers. Of the 6,548 courses offered, 80% were general interest courses; 12% were work-related courses and 8% were basic educational attainment courses. Table 82 shows the number of course participants by age group and by type of course offered.

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[4] An Evaluation of the Community Education Program, The Final Report, Washington, D.C.: Government Printing Office, 1978, p. 37.

Table 81
Local CE Project Objectives

Objectives	Priority Ranks 1976-77 20 LEAs Funded	 1979 37 LEAs Funded	Percent of 1979 Projects Which Have Met or Almost Met Objectives
Expanding the use of schools	3	1	78%
Coordinating existing community services/programs	1	2	74%
Providing educational services/programs to out-of-school youth and adults	4	3	79%
Increasing community involvement in school and other public decision-making processes	2	4	56%
Providing for the integration of and reinforcement between the school's regular instructional and optional programs	5	5	58%

Table 82
Participants in Federally-Supported Local CE Projects By Age Group and Type of Course

Courses Offered	Number of Classes	Number of Participants Total	 Pre-School	 K-12	 Adults (16-64)	 Senior Citizens (65+)
General interest	5,219	105,610	7,373	36,624	53,375	8,238
Work-related	836	11,793	-	1,561	9,891	341
Basic educational attainment	493	11,756	481	3,826	7,103	346
Total	6,548	129,159	7,854	42,011	70,369	8,925
Percent	-	100%	6.1%	32.5%	54.5%	6.9%

The median number of general interest courses was 79.5, almost one-third of the total number was offered by two projects (Bowling Green, Kentucky, 687 courses; and Newton, Massachusetts, 850 courses). The median numbers of work-related and basic education courses were 9 and 8 respectively.

In addition to educational courses, health and social services and recreational/social/cultural activities were also offered. Table 83 shows the number of these activities and the number of participants by age group. A total of 106,107 individuals took part in recreational/social/cultural activities over the past year, 71% being adults, 21% being students in grades K-12, and 4% each being pre-schoolers and senior citizens. Another 10,358 (about 10% of the number in recreational activities) took advantage of health and social services, 45% being adults, 30% being students in grades K-12, 17% being senior citizens; and 8% being pre-schoolers. Proportionally, a greater number of senior citizens participated in health and social services than in recreation/social activities (17% vs. 4%) and in general courses (17% vs. 6.9%). Unexpectedly, the percent of K-12 students was lower for recreational activities than for general courses (21% vs. 32.5%).

Table 83
Participants Utilizing CE Provided Services
By Age Group and Type of Service

Services	Number of Activities	Number of Participants				
		Total	Pre-School	K-12	Adults (16-64)	Senior Citizens (65+)
Recreation/social/cultural activities	481 -	106,107 100%	3,988 4%	22,174 21%	75,220 71%	4,725 4%
Health/social services	248 -	10,358 100%	817 8%	3,127 30%	4,667 45%	1,747 17%

From Tables 82 and 83, it becomes clear that the local federally-funded CE projects were very active. In fact, the 37 projects reported that an average of 722 groups per week were using their facilities. This translated to a mean of 20 groups per project. The number and percentage of programs offering some specific types of activities are shown in Table 84. It was found that 30 of the 37 projects, or 81%, offered preventive health, dental care, or nutrition activities, while 28 projects, or 76%, offered family education activities focused on families with children below the age of six. Moreover, all 37 projects offered educational, cultural, and recreational programs as well as special programs for particular target groups.

In addition, a substantial number of projects provided programs and services to special needs groups. These data are shown in Table 85. Most noteworthy, a total of 23 projects provided basic educational attainment courses and recreational/social/cultural activities to limited English speakers.

Table 84
LEA Projects Which Offer Program Areas Specified in the Community Education Legislation of 1978 (P.L. 95-561, Sec. 807)

PROGRAM ACTIVITY	PROJECTS No.	%
1. Educational, cultural, recreational, health care, and other related community and human services, whether or not in the form of formal courses,	37	100
2. Activities making the school or other public facilities and equipment available for use by public agencies and private non-profit organizations, individuals and groups in the community,	34	92
3. Preventive health, dental care, and nutrition,	30	81
4. Special programs for particular target groups, such as older persons,	37	100
5. Services designed to eliminate the high incidence of suspension, expulsion, and other disciplinary action involving chronically maladjusted students,	19	51
6. Services for students who withdraw from school before completing secondary school requirements, regardless of age or time of withdrawal,	30	81
7. Services for mentally or physically handicapped individuals or other health impaired individuals,	21	57
8. Rehabilitation programs for juvenile and adult offenders,	18	49
9. Parent education for care, development, and education of handicapped children,	17	46
10. Training programs in institutions of higher education for the purpose of assisting full-time training for personnel who are engaged in or who intend to engage in community education programs,	N.A.	
11. Specialized high school or schools within schools organized around particular interests such as the arts, or using flexible scheduling and summer learning programs to take into account special needs of students, or creating interrelationships between secondary schools and such community resources as museums, cultural centers, and institutions of higher education,	14	38
12. Development of means to use technology to improve the relationship between the school, the home, and community resources such as libraries, museums, and cultural centers,	1	3
13. Early childhood and family educational grants for programs operated by State and local education agencies and public and private, non-profit agencies or organizations for children below age six, which may include identification of potential barriers to learning education of parents in child development, family services, education for parenthood programs and referral services, and	28	76
14. Leisure education.	30	81

Table 85
Programs and Services Provided for Special Needs Groups by Federally-Funded Local CE Projects

Courses	Mentally Handicapped		Physically Handicapped		Limited English Speakers	
	Number	Percent	Number	Percent	Number	Percent
General interest courses	15	41	21	57	22	59
Basic educational attainment courses	11	30	13	35	23	62
Work-related courses	11	30	14	38	19	51
Health/social services	16	43	18	49	18	49
Recreational/social/cultural activities	19	51	17	46	23	62

In addition to the educational courses and program activities specified in Tables 82, 83, 84 and 85, it was found that individual projects addressed additional activities, services, and issues. These are listed below to illustrate the range of CE projects:

- Special programs to address alienation of youth
- School drop-out problems
- Drug abuse
- Child abuse and neglect
- Teenage pregnancy in high schools
- Crime prevention
- Unemployment
- Housing for low-income citizens
- Parenting problems
- Needs of low-income parents
- Child care
- Migrant population needs
- Citizenship preparation for immigrants
- Foreign language
- Mass transportation
- Transportation for senior citizens
- Advocacy for senior citizens
- School closings and declining enrollments
- Energy crisis
- Library services
- Community resources
- Community economic development
- Communication among community agencies

E. FACILITIES USAGE

The extent of school and other facility usage is important in describing program size. Tables 86 and 87 show the number of school and non-school facilities used by the 37 federally-funded local CE programs. As shown in Table 86, a total of 342 school buildings was used, or a mean of 9.2 and median of 7.6 school buildings per project. The range of school buildings used was 26, from a low of one building to a high of 27.

Table 86
School Buildings Used by the
37 Federally-Funded Local CE Projects

School Building Use	Total Number of Buildings	Number of Projects					
		Number of Buildings Used					
		None	1	2-5	6-10	11-15	16+
Community school/centers	197	3	7	15	6	3	3
Mean	5.3						
Median	3.0						
Classroom meeting space only	119	10	5	19	1	1	1
Mean	3.2						
Median	2.2						
Administrative offices only	26	15	19	3	-	-	-
Mean	0.7						
Median	0.6						
Total	342	-	1	8	17	5	6
Mean	9.2						
Median	7.6						

The number of non-school buildings used by the 37 projects is shown in Table 87. A total of 252 non-school buildings was used, with one project (Newton, Massachusetts) using 91 or 36% of these buildings and with four projects using no non-school buildings. The median number of non-school buildings used was 4.6.

Table 87
Non-School Facilities Used by the 37 Federally-Funded Local CE Projects

Type of Non-School Building Use	Total Number Used	Number of Projects Number of Buildings Used None	1	2-5	6-10	11-15	16+*
Community schools/centers	48	18	10	7	2		
Mean	1.3						
Median	0.6						
Classroom meeting space Only	177	11	5	14	5	1	1*
Mean	4.8						
Median	2.3						
Administrative offices only	27	31	5				1*
Mean	0.7						
Median	0.1						
Total	252	4	7	14	7	4	1*
Mean	6.8						
Median	4.6						

*The project in Newton, Massachusetts used a total of 91 buildings; 69 for classroom meetings and 22 for administrative offices.

Most school facilities were used five days per week. However, during the regular school year nine of the 37 projects did not use school facilities at all in the mornings, while the other projects used them an average of 4.4 mornings per week. Similarly, four of the projects did not use school facilities in the afternoons, while the others used them an average of 4.7 times per week. All of the projects used school facilities in the evenings for an average of 4.8 times per week. In the summer, seven of the projects did not use school facilities in the morning while the others used them 4.5 mornings per week. Similarly, eight of the projects did not use the school facilities in the afternoons while the others used them an average of 4.1 times per week. Finally in the evening, 17 of the 37 projects did not use school facilities while the others used them an average of 4.6 times per week. These data are shown in Table 88.

Table 88
School Facilities Use

	Mornings		Afternoons		Evenings	
	Regular School Year	Summer	Regular School Year	Summer	Regular School Year	Summer
No. of projects reporting no use of school facilities	9	7	4	8	0	17
No. of projects reporting use of school facilities	27	28	31	2	35	20
Mean no. of days per week school facilities are used	4.4	4.5	4.7	4.1	4.8	4.6
Model no. of days school facilities are used	5	5	5	5	5	4

F. FINANCIAL POLICY AND RESOURCES

Projects were asked what type of official action, if any, had been taken by their local school boards and/or the local governments concerning community education. The data show that 32 school boards and 25 local governments endorsed the general concept of community education. Thirty-three school boards and 13 local governments approved the specific local CE project. Except for one project which did not respond, all projects received either a general endorsement of CE or specific project approval. This is consistent with the level of local school board and government endorsements found in the 20 projects funded in 1976 and 1977.[5/]

[5/] Ibid. p. 38.

1. Financial Resources

These LEA projects received financial support through cash funds and in-kind support from a variety of local and state sources. The amounts shown in Table 89 do not include federal grants, tuition or fees from participants, or the value of space or other physical facilities. The total value of cash funds and in-kind support for the 1979-80 funding period was $5,686,736, or a mean of $153,596 per project. Over 60% of this total was from cash funding; the remainder was received through in-kind support. It should also be pointed out that except for a small number of cases, the amount received in each category in Table 89 was under $30,000 per LEA. Twenty-nine projects received $30,000 or less from state sources; and 33 projects received $30,000 or less from other sources. Similarly for in-kind support, 29 projects received $30,000 or less from local sources and almost all projects received $30,000 or less from local sources and almost all projects received no in-kind support at all from state and other sources.

Table 89
Cash Funding and In-Kind Support Received by
Federally-Funded Local CE Projects (1979-80)

Amount	Cash Funds			Equivalent In-Kind		
	Local	State	Other	Local	State	Other
None	6	18	21	7	31	33
$2,000 or less	2	1	3		1	2
$2,001-10,000	7	5	6	10	3	1
$10,001-30,000	11	5	3	12	1	
$30,001-50,000	6	4		2		
$50,001-100,000	3	2	2	3	1	1
$100,001-200,000	1	2		2		
$200,001-500,000			1			
$500,001-1,000,000	1		1			
Over $1,000,000				1		
Total	$1,438,636	$741,605	$1,297,034	$2,002,940	$121,566	$84,955
Mean	38,882	20,043	35,055	54,134	3,286	2,296
Range	532,217	139,542	846,000	1,200,000	67,000	77,255
Overall Total	$3,477,275			$2,209,461		
Mean	$ 93,980			$ 59,715		
Grand Total	$5,686,736					
Mean	$ 153,696					

2. Staffing

Almost 4,000 paid personnel worked in the 37 CE projects in 1979 as administrators, clerical staff, building coordinators, teachers and paraprofessionals.

Table 90 shows the total number of paid personnel by type and amount of training at the federally-funded local CE projects. The table includes data from 36 of the 37 federally-funded projects. The mean number of staff per project was 111. The great majority of these were part-time, as the average full-time equivalent per project was 12.8. Of the 71 administrative/supervisory staff members, 42 (59%) had an academic degree or specialization in CE, while 59 (83%) had received training in CE during the past year. Interestingly, 35% of the building coordinators had an academic degree or specialization in CE, and 41% of all paid personnel received training in CE over the past year.

Table 90
Paid Personnel by Type and Amount of Training at the Federally-Funded Local CE Projects

Type of Staff	Total Number of Personnel Full and Part-Time	Number with Academic Degree or Specialization in CE		Number Receiving Training in CE		Number of Full-Time Equivalents
	Number	No.	%	No.	%	Number
Administrative/supervisory	71	42	59%	59	83%	59
Clerical support	125	4	3%	52	42%	85.7
Building coordinators	94	33	35%	85	90%	59.5
Teachers/instructors	3,141	110	4%	986	31%	200.5
Paraprofessionals	563	90	16%	466	83%	55.1
Total	3,994	279	7%	1,648	41%	459.8

The number of staff members on an individual project basis is shown in Table 91. Most of the 36 projects providing data had one or two administrative/supervisory positions and between one and three clerical positions. For the most part, the number of building coordinators per project ranged between none and three. Not shown on the table are the number of teachers per project which ranged between zero and 800, with a median of 33.5; and the number of paraprofessionals per project which ranged between zero and 293 with a median of 1.2.

Table 91
Staff Members Per Project at Federally-Funded Local Projects

Number of Staff Per Project	Number of Projects		
	Administrative/ Supervisory	Clerical	Building Coordinators
0	1	1	11
1	20	16	3
2	6	7	10
3	2	5	4
4	3	2	1
5	3	2	1
6	1	1	2
7	-	-	1
8	-	-	2
9	-	-	-
10 and above	-	1	1

G. COMMUNITY NETWORKS

1. Advisory Councils

Community involvement is, of course, a high priority of community education. Overall, the 37 local CE projects had a total of 158 advisory boards or councils. The distribution of number of advisory boards/councils by project is shown in Table 92. Most projects (76%) had between 1-3 boards and/or councils with the mean number per project at 4.3. However, one project had 18 and another had 25, therefore skewing the results.

Table 92
Local CE Project Advisory Boards/Councils

Number of Boards/ Councils Per Project	Number of Projects
1	9
2	5
3	7
4	7
5	4
6-10	3
Over 10	2

The total number of individuals represented on these 158 boards/councils was 2,538. The distribution of these members by type of individual is shown in Table

93. Fifty-five percent were private citizens. The next largest group (16%) was representatives of community agencies.

Table 93
Advisory Board/Council Members by Type

Type of Individual	Members: Number	Members: Percent
Private citizens	1,387	55
Community agencies	411	16
Citizen groups	189	7
CE program staff	151	6
Other LEA staff	199	8
Business/industry	83	3
Other	118	5
Total	2,538	100

Table 94 shows the areas and levels of responsibility of the local CE project advisory boards and/or councils. Data were collected on 150 of the 158 boards and councils. The most frequently cited areas of primary responsibility were assessing community needs/resources and developing/planning educational programs. Interestingly, 38% of the boards/councils had no responsibility for preparing proposals for program funds.

Table 94
Area and Level of Responsibilities of Councils or Boards

(N=150)

Area of Responsibility / Level of Responsibility	Number and Percent of Councils/Boards: Primary Responsibility: Number	Primary Responsibility: Percent	Partial Responsibility: Number	Partial Responsibility: Percent	No Responsibility: Number	No Responsibility: Percent
Assessing community needs/ resources	77	51	65	43	8	5
Preparing proposals for program funds	16	11	77	51	57	38
Developing/planning educational programs	75	50	65	43	10	7
Implementing programs/community problem-solving	66	44	63	42	21	14
Evaluating programs	68	45	64	43	18	12
Communications/public relations	70	47	70	47	10	7

2. Interagency Cooperation

The number of projects having cooperative arrangements with various types of agencies was quite high as shown in Table 95. More projects had cooperative arrangements with human resources and parks and recreation agencies than with aging and health agencies or community colleges. Additionally, 70-76% of projects had cooperating arrangements with advisory boards and/or councils in four of the five areas listed in the table. As reported in Chapter 5, interaction between SEAs and community colleges was fairly high; however, such involvement between LEAs and community colleges was the lowest of the five types of agencies examined.

Table 95
Interagency Cooperation by Areas of Cooperation and
Types of Cooperating Agencies

Cooperative Arrangements	Number of Projects Having Cooperative Arrangements					
	Human Resources	Parks & Recreation	Aging	Health	Community Colleges	Mean No. of Projects
Participation on interagency council/joint committee	30	32	31	28	20	28
Mutual referral of clients	35	25	28	28	23	28
Shared facilities/equipment/materials	30	34	25	23	25	27
Shared personnel/volunteers for program	30	26	26	25	22	26
Joint funding projects	15	19	9	10	7	12
Mean Number of Projects	28	27	24	23	19	-

H. PROGRAM EFFECTS

In addition to interagency cooperation outside of the LEA, project directors were asked about the effects of their local programs on the schools' regular K-12 instructional program. Table 96 shows the percent of projects in which directors indicated evidence of effect. Eighty-nine percent of the directors said their projects increased enrichment opportunities for students and 78% said their projects increased the use of community facilities for instruction. Seventy-five percent said their projects increased community member volunteers and increased school staff interaction with the community.

Tables 97 and 98 show reported effects of the projects on the school districts and community and on individuals. Fifty-one percent of project directors said their projects increased citizen community participation, 46% said their projects expanded interagency coordination and services, and 43% said their projects increased various educational, recreational, and social services to the community. Regarding effects on individuals, 57% of project directors said their projects increased opportunities for recreational, educational, and social development and 43% said volunteers and participants had gained a sense of worth, accomplishment, and involvement in the community. These findings are consistent with findings from the 1978 study which gathered data from school superintendents, board members, school principals, teachers, building coordinators, advisory council chairpersons, community participants, and staff of community agencies. Pages 150-157 in the "Technical Supplement" of the 1978 study document this consistency in perceived impact of community education projects in both national studies. It appears that community education projects included in these studies are having a significant impact on targeted areas and client populations.

Table 96
Effects of Local CE Projects on Regular School Instructional Programs

(N = 37)

Type of Effect	Percent of Projects*
• Increased enrichment opportunities for students	89
• Increased use of community facilities for instruction	78
• Increased community member volunteers	75
• Increased school staff interaction with the community	75
• Improved community support for schools	72
• Increased student interaction with the community	61
• Improved student attitude toward school	54
• Reduced school vandalism	53
• Increased community based instruction and materials	47
• Increased discretionary funds for teachers/staff	20

*Percentages do not total 100% due to multiple responses

Table 97
Effects of Local CE Projects on the School District and Community

(N = 37)

Type of Effect	Percent of Projects*
• Increased citizen community participation	51
• Interagency coordination and services expanded	46
• Provision of various educational, recreational, and social services to community	43
• Increased public support for the schools and public education	35
• Increased use of school facilities beyond regular school day	30
• Increased awareness by school staff of community concerns and events	22
• Brought community together, developed sense of community	19
• Increased staff involvement in CE	14
• Change of attitude toward CE and school district support for CE expanded	14
• Less vandalism of schools/community	11
• Increased utilization of existing resources and coordination of resources	9
• Increased use of community resources in the classroom	8
• Solved non-educational community problems	8
• Public sense of improvement created	8
• Provided accessible communications network	8

*Percentages do not total 100% due to mutliple responses

Table 98
Effects of Local CE Projects on Individuals

(N=37)

Type of Effect	Percent of Projects*
• Increased opportunities for recreational, educational, and social development	57
• Volunteers and participants have gained a sense of worth, accomplishment and involvement in community	43
• Citizens gained skills and talents through programs and classes	22
• Greater knowledge of community programs, resources and problems	14
• Job placement	8
• Low-cost options for self-improvement	8
• Individuals more supportive of schools and programs	5

*Percentages do not total 100% due to multiple responses

I. SUMMARY OF EIGHT MINIMUM ELEMENTS

As set forth at the beginning of this chapter, the federally-funded LEAs were required to include or be working toward the eight minimum elements for a community education program. Summary data will be presented here for each of the eight elements, including comparisons with related results of the 19[illegible]l evaluation of community education.[6]

1. School Involvement

School involvement is basically characterized by designation and use of school personnel in planning and coordinating CE, by school policy support/endorsement for CE and by resource allocations for CE activities.

All projects, except one, had assigned staff to work in administrative/coordinative and clerical roles, and 26 projects had building coordinators assigned. Moreover, 59% of the approximately 71 administrators and 35% of the 94 building coordinators had academic degrees in community education. Thus, in addition to the deployment of school staff in community education, emphasis was placed in about half of the projects on the use of personnel professionally trained in community education. In addition, all of the projects received endorsement and/or had school board policies as well as some funding which supported the community education project. Some projects were not able to provide information in response to the questions on personnel due to the lack of comparable recordkeeping or due to the use of volunteers, who were counted in drastically different ways, or not counted at all. Responses from LEA project directors in the 1978 study indicated a 100% compliance with this minimum element. This 1978 finding was also related to the second minimum element discussed below.

2. Community Served

Each of these 37 projects served an average of 19 schools per project with most (28 projects) being identified with a single school district. While most served the entire area that was "co-extensive" with the school attendance area, a

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[6] An Evaluation of the Community Education Program, The Technical Supplement, Washington, D.C.: Government Printing Office, 1978, p. 147.

few projects (Leon County in Florida, and Hays, Montana) served a smaller segment of their community. Thus, this second minimum element was included in all 37 projects.

3. Public Facilities as a Community Center

As discussed in the section on facilities usage, there was extensive use of school and non-school facilities. The 37 projects reported that the median use of 7.6 school buildings and 4.6 non-school buildings. All of these projects used their school buildings for a wide variety of activities. See Tables 86 and 87 for additional data pertaining to this element. The 1978 study of LEA projects indicated that 95% of the CE project directors felt they had complied with this element.

4. Scope of Activities and Services

This primary purpose of extending the scope of service of the schools through programs appears to have been achieved to some extent by all of the 37 projects. Most schools were used five days per week with the majority of them used in the evenings. Even so, three-fourths of the projects used the school facilities in the mornings for an average 4.4 mornings per week. Over 700 groups used the school facilities to offer their services and to conduct activities for a project mean of 20 groups per week.

In terms of the 14 program activities, it appears that the 37 projects, in a general sense, included some of the activities. No one project included all, and no one activity was included in all projects. However, 30 of the projects offered program activities in preventive health and nutrition-related areas. The 1978 study indicated that CE project directors evaluated their compliance under this element as follows: a) scope and nature of the program service -- 70%; b) the total population served -- 75%; and c) the hours of service - 50%.

5. Community Needs

Most of the projects (32 or 86%) conducted, sponsored, or contributed to an assessment of community needs, interests and resources during the past year. At least five projects did not have this minimum element in their project. Further, it was not clear whether the findings of these assessments were actually taken into account in program planning and operation. This finding of 86% compliance in 1979-80 can be compared to the 1978 study indicating that 75% of CE projects were in compliance with this element.

6. Community Resources and Interagency Cooperative Arrangements

Interagency cooperation was fairly high in these projects, especially with human resources and recreation-oriented agencies. With the exception of preparing program proposals for funding, 80-85% of the 158 community boards had responsibility for drawing in community resources. As a comparative note, the 1978 study showed a 90% compliance with this element, according to CE project directors.

7. Program Clients

While not all projects provided a comprehensive program to all age groups in a community, these 37 projects provided programs for pre-school, regular K-12 students, adults (16-64) and senior citizens. Only about 8% of the participants in any activity were in the pre-school age group. More senior citizens participated in social service and health programs than recreational services or in courses of all types. About 5.8% of the total population in the service areas participated in courses offered in over 6,500 courses. Another 116,465 persons participated in recreational/social/cultural and health/social services activities. There is no way of knowing from the information collected the extent to which the total numbers were unduplicated counts. If they were, these projects reported serving almost 250,000 persons. It appears that recordkeeping and consistently accurate information on the numbers and types of recipients of or participants in local CE activities were maintained by about three-fourths of these projects. CE project directors in 1978 reported a 90% compliance with the provision of services to all age groups in the community, and a 65% compliance with the provision of services to groups within the community with special needs or other special target groups not adequately served by existing programs in the community.

8. Community Participation

One primary way of involving community residents in the CE program is through serving on advisory boards and councils. Using this indicator of community involvement, all projects had this element included. Over half of the 2,538 participants were private citizens with another 23% consisting of representatives of citizen groups and community agencies. Interestingly, only 85% of the CE project directors responding to the 1978 study indicated a compliance with this element. This finding suggests an increase in citizen participation in federally-funded LEA community education projects.

J. ASSESSMENT OF REPORTING FORM

Following the completion of the local Monitoring Data Procedure Form, each project director was asked to rate each of the 21 items on two scales: ease of completion and local project usefulness.

Ease of completion was defined as the availability of the information requested, the clarity of the instructions, and the meaningfulness of the response alternatives suggested. Local project usefulness included the utility of each item in describing the program to a local school administrator such as a superintendent of schools.

Each item was rated on a one-to-ten scale presented in which low scores represented high difficulty and low usefulness, and high scores represented low difficulty and high usefulness.

Overall, it appears that the form was slightly easier to complete than it was useful to the local projects. These two criteria were very different, in fact, and did not require more detailed comparisons. As shown in Table 99, the 37 project directors rated the usefulness of the form fairly high. Only two items received a mean rating below 7: demographic data (Item 1) and school use (Item 3). The items found to be most useful were (using mean ratings of 8.0 or higher): Item 5, state and local funding; Item 7, assessment of program objectives; Item 11A, number of courses by type and number of participants; and Item 14, effects of the CE program on the regular school program. Those same items also received the highest median ratings for usefulness.

However, those same items (5, 7, 11A and 14) did not receive the highest mean or median ratings for ease of completion. In fact, of the 11 items rated with a mean of 8.0 or above, only one of those four (Item 5) was included. The most difficult item to complete was indeed Item 11A. This difficulty is accounted for in large part by the lack of data or poor recordkeeping systems on courses and participants at the local level.

Table 99
Ease and Usefulness of the Local Monitoring Data Procedure Form

Item Number	Ease of Completion		Usefulness	
	Mean	Median	Mean	Median
1	9.5	9.9	6.9	8.0
2	8.8	9.6	7.1	7.9
3	8.4	9.6	6.6	6.5
4	9.1	9.9	7.4	8.0
5	8.6	9.7	8.2	9.5
6	9.1	9.7	7.2	7.9
7	7.4	8.3	8.1	8.9
8	7.3	8.0	7.0	6.9
9	8.0	8.9	7.4	7.8
9A	9.0	9.8	7.6	8.5
9B	7.3	7.8	7.8	8.2
9C	7.7	8.7	7.6	8.1
10	8.2	8.8	7.8	8.9
11A	5.9	6.0	8.3	9.3
11B	6.1	7.0	7.3	8.0
11C	7.0	9.0	7.3	8.3
11D	8.5	9.6	7.4	8.3
12	9.0	9.7	7.2	8.0
13	7.8	8.8	7.7	8.9
14	7.5	8.0	8.2	9.0
15	7.3	8.2	7.7	8.6
	1 = Extremely Different 10 = Extremely Easy		1 = Not at all Useful 10 = Extremely Useful	

K. SUMMARY

Development Associates found in the first national evaluation of community education that information, as well as data and monitoring systems designed to generate such information at the state level on local programs, was almost nonexistent. Thus, one purpose of this national evaluation study (one conducted after four years of federal funding) was to develop and test a local reporting form.

Through the completion of the Local Monitoring Data Procedure Form by each federally-funded local community education project, the information was obtained (a) on the status of the eight minimum elements; (b) for programmatic decision-making at federal, regional and state levels; and (c) as a source for developing descriptive summaries characterizing the foci and activities of community education programs in response to Congressional or other requests for information.

The Local Monitoring Data Procedure Form, completed by local project staff, offers a standard means and format to collect basic program data needed by community education administrators at various levels and in various roles. The information collected provides a data base which the federal community education program can tap to obtain a basis: (a) for changes in national policy using a comparable data base; (b) for identifying appropriate resources, assistance and linkages needed to upgrade existing programs; and (c) for assessing trends across years in usage and characteristics of the community education programs and in impact on the communities served and local education agencies. Obviously, the extent to which community educators are able to use this data base is directly related to the degree to which LEAs are willing to provide SEAs with the information requested.

APPENDICES

APPENDIX A. SEA BOARD RESOLUTIONS
APPENDIX B. REPORTING FORMS
APPENDIX C. SUMMARY REPORT OF SEA SITE VISITS
APPENDIX D. LIST OF THIRD-PARTY EVALUATORS
APPENDIX E. METHODOLOGY
APPENDIX F. STUDY INSTRUMENTS

APPENDIX A

SEA BOARD RESOLUTIONS

EXHIBIT 1

CONNECTICUT POLICY STATEMENT ON COMMUNITY EDUCATION

Community Education is a process wherein the resources of the public schools are extended beyond the regular K-12 schedule to offer services and programs to a wide variety of people. Also, it provides a means for involving residents more closely in school matters and for enabling the school system to serve as an active participant in the affairs of the community.

While its scope will vary depending on the size and character of each community, a well developed Community Education Program includes several important elements. First, Community Education promotes a more efficient use of local resources by making valuable school facilities available for use by public agencies and civic groups in the evening and during weekends and vacations. It contributes further to the well being of the citizenry by offering programs of academic, vocational and avocational education to youngsters and adults of all ages.

A school system can gain understanding, assistance and support from local residents as a result of a Community Education effort that encourages broad citizen participation in the planning, implementation and evaluation of educational programs. This is especially pertinent in view of the continuing decline in the proportion of adults who have children in the public schools.

Finally, an ambitious Community Education Program helps to improve the general quality of life by finding ways in which the schools can assist others in responding to a range of local problems. Thus, even though they do not have primary responsibility for such things as the delivery of health care, the reduction of delinquency, the provision of jobs for the unemployed, or the improvement of services for senior citizens, the schools can make important contributions in these and other areas through the facilities, information and expertise that they possess.

Therefore, in recognition of the benefits to be derived from a closer relationship between the schools and the communities that they serve, and in light of the need for a more efficient use of human and physical resources, the State Board of Education endorses the concept of Community Education and supports its adoption by the school districts of Connecticut.

APPROVED APRIL 2, 1980

CONNECTICUT STATE BOARD OF EDUCATION

EXHIBIT 2

OREGON PROPOSED RESOLUTION

WHEREAS assessments of local needs can be more accurately judged at a state rather than federal level and

WHEREAS the success of a local community school program is to some degree dependent upon proper planning and support at the state level, and

WHEREAS the Oregon State Community School Advisory Committee, appointed by the State Board of Education, has developed a State Plan for Community Schools and is prepared to develop criteria for awarding local district grants made possible through PL 93-380.

BE IT THEREFORE RESOLVED by the Oregon State Community School Advisory Committee that this Committee advise the State Board of Education and the State Superintendent of Public Instruction of its dissatisfaction with Federal plans to directly fund local school districts without regard to the capacity of the state to award these grants more equitably.

AND BE IT FURTHER RESOLVED that this Committee recommend to the State Board of Education and the State Superintendent of Public Instruction that the Department of Education make application for that portion of the Community School Act in PL 93-380 available to it to establish a position and staff to further develop community schools in Oregon.

AND BE IT FURTHER RESOLVED that the Oregon Department of Education, with the counsel of the State Community School Advisory Committee, make a philosophical and financial commitment to Community Schools in Oregon by establishing a Community School specialist position not dependent on federal funds.

EXHIBIT 3

SOUTH DAKOTA STATE BOARD OF EDUCATION RESOLUTION

STATE BOARD OF EDUCATION SUPPORTS AND ENCOURAGES CONCEPT OF COMMUNITY EDUCATION IN LOCAL SCHOOL DISTRICTS

WHEREAS, public education is a local function, a state responsibility, and a national concern; and

WHEREAS, Community Education recognizes schools are more effective when they involve the total community in the decision making process to fulfill their educational needs; and

WHEREAS, local citizens and community leaders have expressed desires to more efficiently and effectively use school facilities in order to meet educational, cultural, recreational, and social needs within their communities; and

WHEREAS, maximizing the utilization of existing school facilities precludes unnecessary cost for municipalities and other community agencies to provide needed centers for community services; and

WHEREAS, Community Education promotes a more efficient use of public educational facilities through an extension of the use of school buildings and equipment; and

WHEREAS, the concept of Community Education has been formally adopted by the State Board of Regents on May 1, 1975; the Department of Education and Cultural Affairs Planning Commission on May 22, 1975; the State Board of Education on May 29, 1975; and the State Board of Vocational Education on July 8, 1975:

THEREFORE BE IT RESOLVED, that the State Board of Education reaffirms its support of the concept of Community Education; and

BE IT FURTHER RESOLVED, that the State Board of Education commends those public school systems that have initiated Community Education and encourages all public school systems to actively pursue the Community Education concept as a process designed to meet the total educational needs of their community; and

BE IT FURTHER RESOLVED, that the State Board of Education directs the Superintendent of Elementary and Secondary Education to share this resolution with administrators and local boards of education in South Dakota and to offer assistance and encouragement to local school districts in their effort to implement the Community Education concept.

6/10/76

EXHIBIT 4

VIRGINIA BOARD OF EDUCATION COMMUNITY EDUCATION RESOLUTION

WHEREAS, the Board of Education encourages positive interaction between the schools of the Commonwealth and their communities; and,

WHEREAS, the Board of Education requires that, as a part of the Standards of Quality, local school divisions involve the communities they serve in revising and extending biennially a six-year school improvement plan; and,

WHEREAS, the Board of Education encourages the use of advisory committees composed of various segments of Virginia's citizens to provide advice and counsel to educators and local school boards; and,

WHEREAS, the Board of Education recognizes that education is a life-long process that takes place both in the classroom and throughout the community; and,

WHEREAS, the Board of Education endorses the expanded usage of public school facilities for the more effective and economical provision of all types of human services; and,

WHEREAS, the Board of Education recognizes the need for planning and programming of Community Education throughout the Commonwealth,

THEREFORE, BE IT RESOLVED that the Board of Education urges Virginia school divisions to consider the benefits of Community Education and to encourage the implementation of the Community School concept in local communities; and,

BE IT FURTHER RESOLVED that the Board of Education continues to charge the Virginia Community Education Advisory Committee with advising the Virginia Department of Education and Board of Education on matters relating to the development of Community Education in Virginia school divisions and their communities and to monitor local, state, and federal trends and developments in Community Education.

Passed May 1979

LD4097209 EXHIBIT 5

VIRGINIA HOUSE JOINT RESOLUTION NO. 68

Offered January 25, 1980

Creating the Joint Subcommittee on Community Education.

Patrons--Michie, Murray, Lemmon, Jones, J. S., James, and Diamonstein

Referred to the Committee on Education

WHEREAS, there are serious challenges facing the Commonwealth of Virginia which include difficulties in fulfilling the needs of older Americans, underutilized school facilities due to declining youth enrollment, violence and vandalism in public schools and communities, incresed polarization among community residents on public school issues, a continuing shortage of tax monies to meet the needs and demands for human services; and

WHEREAS, the General Assembly of Virginia has endorsed the principle that education is a life-long process that takes place both in the classroom and throughout the community; and

WHEREAS, Senate Joint Resolution No. 22 of the nineteen hundred seventy-two Session of the General Assembly recognized and adopted as the policy of the Commonwealth to encourage localities to expand access to public school facilities for community-wide educational and recreational uses and to encourage more citizens of the Commonwealth to initiate in their localities community-wide programs; and

WHEREAS, the Virginia Community Education Study Report approved in May nineteen hundred seventy-nine, encouraged the implementation of a program of community education in the Commonwealth to increase the community use of school facilities, to facilitate interagency program planning and coordination, to increase citizen involvement and participation in community affairs, and to facilitate the utilization of community resources in school curricula; and

WHEREAS, there exists within the Commonwealth a Community Education Advisory Committee to the Department of Education and four centers for community education located at the University of Virginia, Virginia Polytechnic Institute and State University, Norfolk State University and the Department of Education staffed by professionals with the expertise necessary to assist the General Assembly in developing a plan for implementing the community education concept in Virginia; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That there is hereby established a Joint Subcommittee on Community Education which shall consist of ten members of the General Assembly, three from the House Education Committee, two from the Senate Education and Health Committee, three from the House Appropriations Committee, and two from the Senate Finance Committee to be appointed by the chairmen of the respective Committees. The joint subcommittee shall study the means of implementing the community education concept in Virginia and shall recommend such legislative action as it deems advisable to the nineteen hundred eighty-one session of the General Assembly.

EXHIBIT 6

WYOMING DECLARATION

DECLARATION

WHEREAS, we live in a time when change has become the rule, and stability is often the exception; and

WHEREAS, our body of knowledge is proliferating at a staggering rate and the gap between the educated and the uneducated is growing greater each day; and

WHEREAS, education is the means by which each of us can prepare to live life more fully, provide for our families more adequately, and contribute more meaningfully to the society in which we live; and

WHEREAS, Community Education offers all citizens, regardless of age or previous experience, the opportunity to grow in knowledge and understanding, to acquire needed technical and professional skills, to develop appropriate attitudes, and to develop leadership potentials; and

WHEREAS, Community Education provides the community the opportunity to use the school facilities and to coordinate school and community activities; and

WHEREAS, the encouragement of the citizens of Wyoming to avail themselves of the many opportunities for lifelong learning seems to become increasingly important each year:

THEREFORE BE IT RESOLVED, that each school district be encouraged to establish a community education program, with strong leadership criteria involved, in order to provide enrichment educational, recreational and cultural opportunities for all local residents.

Approved by Wyoming State Board of Education
April 1975

APPENDIX B

REPORTING FORMS

EXHIBIT 7

SHORT REPORTING FORM FOR KENTUCKY

____________________ School District ____________________ Date

________ Number of years in Community Education.

________ Number of school buildings utilized in your program.

Other facilities utilized ________________________________

____

List of other agencies that coordinate and/or cooperate with your district ________________________________

____

________ Total number of participants during 1978-79.

  ________ Number of pre-school participants

  ________ Number of school age participants

  ________ Number of senior citizens

________ Number of volunteer workers.

________ Number of advisory councils.

________ Total number of advisory council members.

________ Number of Community Education coordinators or directors.

How is your program funded? ________________________________

____

____

____

Please include any comments that you feel are pertinent regarding your program. ________________________________

____

____

____

____

EXHIBIT 8
MINNESOTA COMMUNITY EDUCATION ANNUAL REPORT

SDE Minnesota State Department of Education	Community Education Section 680 Capitol Square - 550 Cedar St. Paul, MN 55101	COMMUNITY EDUCATION ANNUAL REPORT JULY 1, 1978 to JUNE 30, 1979	ED-00226-02

GENERAL INFORMATION AND INSTRUCTIONS: Department of Education Rules Edu 687 requires each school district having a Community Service levy report to the Department of Education. Provide the information requested on this form and prepare a second copy to retain in your district files. Use page 4 of this report to clarify report data or to make additional comments. Return the completed form to the above address before August 15.

IDENTIFICATION

School District Name

District Number

Joint Powers Agreement ? ☐ YES ☐ NO

Name of Director of Community Education

Office Telephone (Include Area Code) (   ) -   -

Office Address

City

Zip Code

Community Education Office Location (facility description; i.e., school building, district-rented office, city hall, etc.)

I. SCHOOL DISTRICT FACILITIES INFORMATION

FACILITY INFORMATION	DISTRICT-OWNED FACILITY CLASSIFICATION				OTHER FACILITIES *	
	ELEMENTARY	MIDDLE	JUNIOR/SENIOR	SENIOR	Specify:	Specify:
Total Number of Buildings in District						
Number of Buildings Used As Community Schools						

II. PROGRAM PARTICIPATION

Provide the numbers of participants in each of the program activity areas listed by the grade/age levels provided. If a person participates in more than one of the program activity areas, count that person in all activity areas. If you have program activities which you feel do not belong in the given activity areas, please specify in the spaces provided.

PROGRAM ACTIVITIES	GRADE / AGE LEVEL					TOTAL PARTICIPANTS BY ACTIVITY
	PRE-SCHOOL	GRADES K - 6	GRADES 7 - 12	ADULTS	SENIOR CITIZENS	
RECREATION						
ENRICHMENT						
ACADEMIC						
CULTURAL						
HEALTH SERVICES						
DAY CARE						
Other (specify):						
Other (specify):						
TOTAL PARTICIPANTS BY AGE / GRADE LEVEL				144		

* Other facilities used for Community Education (i.e., Community Colleges, Vocational Schools, etc.)

III. STAFF INFORMATION

Provide the numbers (by full-time equivalency) of paid staff and volunteer help who are involved with Community Education

	STAFF POSITIONS	FULL-TIME EQUIVALENCY				
		TOTAL NUMBER FULL - TIME	TOTAL NUMBER 3/4 - TIME	TOTAL NUMBER HALF - TIME	TOTAL NUMBER 1/4 - TIME	TOTAL NUMBER LESS THAN 1/4 - TIME
PAID	Community Education Director					
	Community Educ Coordinators					
	Other Community Educ Staff					
	Clerical					
	Other (specify)					
VOLUNTEER	Community Educ Coordinators					
	Other Community Educ Staff					
	Clerical					
	Other (specify)					
	Other (specify)					

IV. COMMUNITY EDUCATION DIRECTOR INFORMATION

Please respond to each of the following items:

If your Community Education duties were less than full-time, please use spaces at the right to describe your other duties. Please indicate approximate amount of time spent on each of your other duties. ____________________

____

____

To whom are you directly accountable? ____________________

What is your total salary for Community Education? . . . . $ ____________________

Which of the following items are referenced in your employment contract?

- ☐ Licensure Status
  - ☐ Licensed
  - ☐ Non-Licensed
- ☐ Administrative Assignments
- ☐ Teaching Assignments
- ☐ City-related Assignments or Duties
- ☐ Other (please specify) ____________________

Please check all degrees, diplomas, or coursework completion which relate to you. Provide major area(s) where applicable.

- ☐ High School
- ☐ Undergraduate ____________________
- ☐ Graduate ____________________
- ☐ Community Education Specialist
- ☐ Doctorate ____________________
- ☐ Other (specify) ____________________

V. PROGRAM INFORMATION

Please check all items that pertain to your Community Education Program and Activities

- ☐ Goals and Objectives are developed in cooperation with your Advisory Council and related to your budget
- ☐ Advisory Council is representative of the School District.
- ☐ Advisory Council meets a minimum of four times per year
- ☐ Advisory Council has constitution and bylaws
- ☐ Community Education has ongoing needs assessment program
- ☐ Community Education has ongoing evaluation program
- ☐ Advisory Council has adopted a policy to reduce and eliminate program duplication within the district as required by law
- ☐ Community Education funds are only spent with Advisory Council input
- ☐ Utilize an Advisory Council with clearly defined responsibilities for total planning and operation
- ☐ Provision is made to inservice your Advisory Council and other staff members
- ☐ Program participation figures are recorded on an ongoing basis and kept on file for future reference
- ☐ Goals and Objectives for 1978 - 79 have been evaluated by the Superintendent and Advisory Council
- ☐ Our district is involved in the Planning, Evaluation and Reporting (P E R) process

VI. BUDGET INFORMATION

THE TOTAL COMMUNITY EDUCATION BUDGET FOR 1978 - 1979 IS: $ ____________

In the following tables, enter the PERCENTAGES of your total budget (in whole numbers) which was composed by the listed Revenue Items, and which is accounted for by the given Expenditure Items. All Revenue Items must total 100%, as must all Expenditure Items. Refer to the UFARS codes (where given) for accounting references.

CODE	REVENUE ITEM	REVENUE %
4-10.11	Community Services Levy	
4-10.1392	State Aids	
- - - - -	County Recreation Funds	
4-10.18	Municipal Government	
4-95	School District General Fund	
- - - - -	Grants	
4-10.38	Fees and Charges	
- - - - -	Other (specify)	
- - - - -	Other (specify)	
TOTAL - ALL REVENUE ITEMS		100 %

CODE	EXPENDITURE ITEM	EXPEND %
- - - - -	Personnel (Admin., Clerical, etc.)	
4-1110	Recreation	
4-1180,7&8	Enrichment Classes (Knitting, etc.)	
4-1180,3&4	Academic Classes (ABE, GED, etc.)	
- - - - -	Senior Citizens	
- - - - -	Cultural	
4-1190,3&4	Day Care	
4-1190,7&8	Health Services	
- - - - -	Instructional Materials - Supplies	
- - - - -	Contracted Services	
- - - - -	Other (specify)	
TOTAL - ALL EXPENDITURE ITEMS		100 %

VERIFICATION

We certify that to the best of our knowledge the information given in this report is accurate.

Signature - Advisory Council Chairperson ____ Date ____ Home Address ____ Telephone Number ____

Signature - District Superintendent ____ Date ____

COMMUNITY EDUCATION ANNUAL REPORT

Use the space on this page to clarify or further explain any of the report data, or to make additional comments with regard to your Community Education Program. When referencing a portion of data contained in this report, please refer to the page number of the form and the Section title and number, i.e., "page 2, III - Staff Information".

APPENDIX C

SUMMARY REPORT OF SEA SITE VISITS

EVALUATION OF THE COMMUNITY EDUCATION PROGRAM
SUMMARY REPORT OF SEA SITE VISITS

Submitted To:

Office of Program Evaluation
U.S. Department of Education
Under Contract No. 300-79-0704

Submitted By:

Development Associates, Inc.
P.O. Box 28058 - Central Station
Washington, D.C. 20005

October 6, 1980

EVALUATION OF THE COMMUNITY EDUCATION PROGRAM

SUMMARY REPORT OF SEA SITE VISITS

INTRODUCTION

Overall, this evaluation was designed to describe and analyze the operations of State Education Agencies (SEAs) as they promote the concept of community education and coordinate their respective programs. More specifically, the study addressed these SEA related objectives: (1) to identify and examine the exemplary modes by which SEAs develop viable statewide community education systems; (2) to assess the means SEAs use to provide technical assistance to local programs; (3) to determine efficient and effective procedures for monitoring and reporting on both SEA and LEA activities; and (4) to ascertain means for providing effective SEA support and resources to LEAs.

The primary data collection approach selected to achieve these aforementioned objectives was a two-day site visit to a selected number of SEA Community Education Programs in the fifty states and the District of Columbia.

The information collected concerning state community education activities was dependent upon whether the state was or was not selected for a site visit. As part of a separate process, third-party evaluations were being performed for 25 of the 27 federally supported SEAs, and it was possible, therefore, that information for the national evaluation could be collected by those third-party evaluators. Of the remaining 24 SEAs which were not receiving federal funds for community education, DA visited 13 of these states to collect information. Thus, a total of 38 states received site visits.

In each of these 38 site visits the following activities took place:

- the SEA Activity Questionnaire, mailed to the community education coordinator prior to the visit, was reviewed and collected;
- a personal interview was conducted with the coordinator;
- three to five other SEA staff members, including the coordinator's immediate supervisor, an upper level administrator of the SEA, and up to three allied program personnel were interviewed;
- up to six representatives of cooperating statewide agencies were interviewed;
- various records and documents were collected and reviewed; and
- an exit interview was held with the coordinator.

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In the 25 federally-funded SEAs, a single third-party evaluator conducted the pre-arranged visit over a period of two days. In the 13 states not having a federal community education grant in 1979-80, a two-person team of Development Associates' staff or consultants visited the SEA for two days.

In the process of conducting the personal interviews and reviewing documents and program materials, the site visitors kept three basic evaluation questions in mind:

- How effective is the SEA Community Education Program in providing assistance to local programs to enhance program quality?
- How effective is the SEA Community Education Program in monitoring and reporting on local and state community education activities?
- Assuming that the Federal Community Education Program would fund the Grants to States Program for community education, how ready or prepared is the SEA for requesting and processing local grant applications and for making grants to local programs?

A SEA Site Visit Rating Form was used by evaluators to capture their impressions with respect to these three questions about the SEA Community Education Program. Each question was answered by circling one point on a 10-point scale where 1 represented the lowest score and 10, the highest score, and by explaining the basis for the rating (see attached copy of rating form). One rating form was completed by a third-party evaluator for each of 25 states that received a FY 79 federal community education grant. Two rating forms were independently completed by Development Associates' staff and consultants for each of 13 states visited that did not receive a FY 79 federal community education grant. The report that follows provides a summary of those site visit observations for each question and for the two groups of SEAs.

TECHNICAL ASSISTANCE

Question: How effective is the SEA Community Education Program in providing assistance to local programs to enhance program quality?

Funded SEAs

Twenty-five ratings of this question were provided for the 25 community education funded states while 24 of 26 possible ratings were given for the 13 unfunded states. The mean rating of 8.3 for funded states is significantly higher than the mean rating of 4.3 for unfunded states ($t=6.58$, $p<.001$). Only one of the 25 funded states received a rating of 5 or less while 10 of the 13 unfunded states received at least one rating of 5 or less.

With few exceptions, the reasons given for the ratings can be synthesized into dramatically different profiles for funded as compared to unfunded states. According to these ratings, funded states generally provide quality training and technical assistance to local programs because they have access to sufficient staff with requisite technical skills. In some states, this means that there are sufficient, qualified SEA or regional community education staff to meet requests for assistance or to initiate support to local programs. In other states, limited SEA or regional resources have been stretched by establishing strong partnerships with Institutions of Higher Education (IHES), the State CE Association, or other community agencies to jointly provide assistance to local programs. While current resources are sufficient to meet current demands in some funded states, however, increases in such demands would strain available resources.

The viability of various community education programs in funded states is enhanced by other program-related features. These include: informational materials like newsletters, brochures and presentations; commitment to the community education concept through existing or pending legislation and supportive SEA policies; coordination with other SEA units and other state agencies; and quarterly meetings of local directors to review successes and solve problems.

Atypical community education configurations in two funded states are worthy of special mention. One state Community Education Program operates a resource talent bank which enables staff to match the position and needs of the requestor for assistance with the position and skills of the provider of assistance. For example, a school superintendant in a rural district with a community education program would be sent to provide assistance to another school superintendant in a rural district. In the other state, assistance is provided to local programs by a separate unit in the state education department while the community education unit itself had the legal mandate and strong administrative support to function in a creative, innovative role. As such, the community education unit has the ability, it appears to pull together resources from the state education department and other state agencies to experiment with new education, structures and roles. The outcomes of such ventures, according to this SEA official, can impact not only on community education but on the mainstream of public education in the state.

Non-Funded SEAs

The status of Community Education Programs as rated by the DA staff, in 10 of the 13 unfunded states is quite different from the ratings of the third-party evaluators in the funded states. In one state, the actual number of local programs is very insignificant...in other states, the only SEA staff member is a part-time Coordinator who devotes less than 10-15% time to community education activities. In fact in one state, the Coordinator only devotes 5% of the job to community education matters. In another state, the Coordinator, at 10% time, is located over 100 miles away from the SEA. Part-time coordinators mean little or no assistance to local programs. Among other things, they appear to have very little time to allocate. When assistance is provided, it is of variable quality across these unfunded states ranging from effective to irrelevant. Community education programs in these states have no strong working relationship with IHES, State CE Associations, other state or community agencies. They generally do not benefit from strong legislative and SEA policy support; however, two of those states, Minnesota and Texas, have state legislation for community education. Thus, the community education programs in three unfunded states most closely resemble the funded state scenario. They provide assistance to local programs, either alone or in partnership with IHES, and they are supported by SEA policy.

REPORTING

Question: How effective is the SEA Community Education Program in monitoring and reporting on local and state activities?

This questions was rated once for each of the 25 community education funded states by third-party evaluators and twice by two independent DA staff in each of the 13 unfunded states. Funded states received significantly higher ratings than unfunded states with mean ratings of 7 and 4 respectively, (x_f=7.0; x_f=4.0; t=4.63, $p<.001$). Four of the 25 funded states received ratings of 5 or less while 11 of the 13 unfunded states received at least one rating of 5 or less.

According to the reasons given for the ratings, the differences between funded and unfunded states are less pronounced than in the case of technical assistance. Few funded states have formal monitoring and reporting systems for CE. Of those that do, two states are particularly noteworthy. In one state, reporting criteria are tied to the state plan which includes the elements of needs assessment, program development and program evaluation. Regional office staff help local programs meet state goals. The other state has recently acquired change data on community education through an initial and follow-up statewide survey. Such information offers the SEA the potential of targeting resources to better meet their needs.

In most funded states, information about local programs and the state community education program is shared informally. It was often reported in the rating forms that reporting and monitoring is done in conjunction with the provision of training and technical assistance to local programs. Informal systems tend to predominate partly because SEAs do not directly dispense funds to local programs and are not authorized to collect information. Some of these states do, however, recognize the need for more accurate and complete information about local programs. Consequently, they are in the process of establishing more official and expanded reporting and monitoring systems.

In unfunded states, either informal monitoring or reporting yields fragmentary, limited and uneven information about local programs or no monitoring and reporting takes place at all. There are two notable exceptions. In one of these states, information about local programs is gathered through quarterly reports and annual site visits. In the other state, a report form is used as part of a developed monitoring system to regularly obtain data about local programs. Data are then analyzed and reported appropriately.

GRANT MAKING

Question: Assuming that the Federal CEP would fund the Grants to State CE program, how ready or prepared is the SEA Community Education Program for requesting and processing local grant applications and for making grants to local programs?

This question was also rated once by the third-party evaluator for 24 of 25 funded states and by each of the DA two-person site visit team for each of the 13 unfunded states. As with the two earlier questions, the mean rating for funded states is significantly higher than the mean rating for unfunded states ($x_f=8.5$; $x_f=4.9$; $t=6.28$, $p<.001$). Two funded states received ratings of 5 while 9 of the 13 unfunded states received at least one rating of 5 or less.

Most SEAs in funded states either are operating systems to process community education grants that are state-funded or they have similar experiences with the adult or vocational education grants program which could be easily expanded to community education. Funded states without a grants system have staff who are knowledgeable about the grant process and/or staff who have established good contacts at the local program area. As one rater noted, the Coordinator has captured the commitment, enthusiasm and support of hundreds of communities and school district administrators.

Further support for a grants program is provided in the state plan of many funded states. One caution was offered for several of the states: effective implementation of a grant program may well not be possible because of other community education staff responsibilities; additional staff may be needed. A change in the method of allocating community education funds may particularly impact on one state that has contracted their current grant to an IHE.

Nine of the unfunded states are likely to have instituted few if any procedures to operate a community education grant program, have no state plans or ones which only partially address the grant process, and have poor or limited contacts with local programs. When a SEA operates a similar grants program in another area of education, the community education unit is typically located elsewhere making it more difficult to expand the program to community education. The profile for the other four unfunded states is much like the one for funded states.

NATIONAL COMMUNITY EDUCATION EVALUATION

SEA Site Visit Rating Form:

Observations of the Field Staff

YOUR NAME ______________________________ STATE ________________

Directions: Please respond to each of the three questions below by circling a number on the 10-point scale that fits your reaction to the question. Then give your reasons for the rating by expressing your opinions or by citing evidence to support your rating.

A. How effective is the SEA Community Education Program in providing assistance to local programs to enhance program quality?

1 2 3 4 5 6 7 8 9 10

Not Effective At All — Extremely Effective

Rationale:

B. How effective is the SEA Community Education Program in monitoring and reporting on local and state CE activities?

1 2 3 4 5 6 7 8 9 10

Not Effective At All — Extremely Effective

Rationale:

C. Assuming that the Federal CEP would fund the Grants to State CE program, how ready or prepared is the SEA Community Education Program for requesting and processing local grant applications and for making grants to local programs?

1	2	3	4	5	6	7	8	9	10
Not Ready At All									Extremely Ready

Rationale:

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APPENDIX D

LIST OF THIRD-PARTY EVALUATORS

NATIONAL EVALUATION OF THE COMMUNITY EDUCATION PROGRAM

LIST OF FEDERALLY FUNDED LEA PROJECTS AND THIRD-PARTY EVALUATORS

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WASHINGTON, D.C. 20005

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FEDERALLY FUNDED LEA	EVALUATOR
ARIZONA Gene Weber Tucson Unified School District 1 P.O. Box 4044, 1010 E 10th Street Tucson, AZ 85717 602-791-6835	Walter Stenning Dept. of Ed. Psych., Texas A&M U College Station, Texas 77843 713-845-6811
ARKANSAS Terry Orr Clarendon School District P.O. Box 248 Clarendon, AR 72029 501-747-5237	Joe Barentine Educator Consulting Service P.O. Box 1430 Conway, Arkansas 72032 501-327-4471
CALIFORNIA Katha Cochoit Cajon Valley Union School District Cuyamaca Elementary School 851 S. Johnson Ave. El Cajon, CA 92020 714-447-8588	John Warden No. Institute for Res. Training and Development 650 W. Int'l Airport Rd. Anchorage, Alaska 99502 907-274-3691
Pat Stewart La Mesa Spring Valley School District Bancroft Elementary School 8805 Tyler Street Spring Valley, CA 92077 714-460-4111	John Warden No. Institute for Res. Training and Development 650 W. Int'l Airport Rd. Anchorage, Alaska 99502 907-274-3691
Katie Elsbree Poway Unified School District 14614 Garden Road Poway, CA 92064 714-748-0230	John Warden No. Institute for Res. Training and Development 650 W. Int'l Airport Rd. Anchorage, Alaska 99502 907-274-3691

FEDERALLY FUNDED LEA	EVALUATOR
COLORADO	
Iris Dixon San Luis Valley Consortium for Community Education 22nd & San Juan Alamosa, CO 81101 303-589-2536	Thomas Torres Development Associates, Inc. P.O. Box 2128 Albuquerque, NM 87103 505-243-3537
FLORIDA	
Morris Brown Leon County School Board Community School 2757 W. Pensacola Street Tallahassee, FL 32304 904-576-8111	Paul Delargy Ctr. for Community Ed. Valdosta State College Valdosta, GA 31601 912-247-3246
GEORGIA	
Ruby J. Stahl Brooks County Board of Education P.O. Box 511 Quitman, GA 31643 912-263-7531	Beth Arnow 1149 Citadel Drive. NE Atlanta, GA 30324 404-634-7313
ILLINOIS	
Edward E. Brown Elgin Community College 1700 Spartan Drive Elgin, IL 60120 312-697-1000 - X214	Terry L. Penniman 700 NW Beachwood Ankeny, Iowa 50021 515-271-2162 515-271-2162
KENTUCKY	
Karen Schmalzbauer Bowling Green Warren Co. Community Education Board 200 High Street Bowling Green, KY 42101 502-842-4281	Harold Rose Morehead State University Box 1343 Morehead, KY 40351 606-783-2221

FEDERALLY FUNDED LEA	EVALUATOR
MASSACHUSETTS Bill Arvanitis Lawrence Public School, P.O. Box 686 148 Butler Street Lawrence, MA 01841 617-683-1362	Stanley Grabowski Boston University Boston, MA 02143 617-353-3300
Joseph Baron, Training Coordinator Newton Community School Newton City Hall 1000 Commonwealth Ave. Newton Centre, MA 02159 617-552-7117	Patricia Vasquez Development Associates, Inc. 1423 A Rolling Glen Drive Boothwyn, PA 19061 215-485-7959
MICHIGAN Shirley Bryant Birmingham City School District Community Education 746 Purdy Street Birmingham, MI 48009 313-642-4012	Ken Riopelle 798 Arlington Drive Inkster, Michigan 48141 313-277-4749
MINNESOTA Jim Stewart Anoka Hennepin School District II 11299 Hanson Blvd. Coon Rapids, MN 55433 612-755-8220 - X243	Harland Copeland University of Minnesota 175 Peik Hall Minneapolis, MN 55455 602-376-3501
Marlyn Kerns Roseville Area Sch Ind Dist 623 Comm Sch Serv 1251 W Co Rd B2 Roseville, MN 55113 612-633-8150 - X307	Dean Bowles University of Wisconsin Department of Education Administration 1025 West Johnson Street Madison, WI 53706 608-263-2737

FEDERALLY FUNDED LEA	EVALUATOR
MISSISSIPPI John McCormick Pascagoula Municipal Sep Sch Dist P.O. Box 250 Pascagoula, MS 39567	Harold Collins Springhill Educational Lab. 4307 Old Shell Rd. Mobile, Alabama 36608 205-344-9234
MONTANA Minerva Allen Hays Lodge Pole Public School School District 50 Hays, MT 59527 406-673-4457	John Kohl Montana St. U., Coll. of Ed. Bozeman, Montana 59715 406-994-4731
NEW JERSEY Vernell Patrick E. Orange Board of Education Grants Mgt. Serv. 74 Halsted Street E. Orange, NJ 07018 201-266-5079	Reuben Gonzales Multi-Lingual/Multi-Cultural I 79 Wall Street - Suite 501 New York, NY 10005 212-344-6676
Henry Oliver Montclair Board of Education Funding Dept. 22 Valley Road Montclair, NJ 07042 201-783-4000 - X229	Reuben Gonzales Multi-Lingual/Multi-Cultural I 79 Wall Street - Suite 501 New York, NY 10005 212-344-6676
Noah Marshall Newark Board of Education Roberto Clemente School 257 Summer Avenue Newark, NJ 07104 201-733-7052	Patricia Vasquez Development Associates, Inc. 1423 A. Rolling Glen Drive Boothwyn, PA 19061 215-485-7959

FEDERALLY FUNDED LEA	EVALUATOR
NEW MEXICO Patti Fish Alamogordo Public School P.O. Box # 617 Alamogordo, NM 88310 505-437-4010- X56	Walter Stenning Dept. of Ed. Psych., Texas A&M College Station, Texas 77843 713-845-6811
NEW YORK William Cieri Elmira City School District Community Education Dept. 951 Hoffman Street Elmira, NY 14905 607-734-2231 - 47	Frederick Hill Educational Improvement Center Div. of Res., Eval. & Dev. 2 Babcock Place West Orange, NJ 07052 201-731-8400
Audrey L. Brannigan Ossining Union Free School District 83 Croton Ave. Ossining, NY 10562 914-941-7700 - X225	Frederick Hill Educational Improvement Ctr Div. of Res., Eval. & Dev. 2 Babcock Place West Orange, NJ 07052 201-731-8400
NORTH CAROLINA Thomas Johnson Reidsville City Board of Education Reidsville City School 920 Johnson Street Reidsville, NC 27320 919-342-4201	Ron Sherron Virginia Commonwealth Univ. 1617 Monument Avenue Richmond, VA 23284 804-257-1332
OHIO Todd (Hank) Shaffer Upper Arlington Board of Education Upper Arlington City School 1950 N. Mallway Upper Arlington, OH 43221 614-486-4742	Robert Dorsey 1661 Westwood Avenue Columbus, Ohio 43212 614-486-8886

FEDERALLY FUNDED LEA	EVALUATION
OREGON Scott Shaw Eugene School District 4J Community Service Dept. 200 N. MOnroe Eugene, OR 97402 503-687-3491	Mark Greene Northwest Regional Educational Lab. 710 Southwest 2nd. Portland, OR 97204 503-248-6934
William Leibertz Salem Public School 24j Cmty. Serv. & Pub. Info. P.O. Box # 12024 Salem, OR 97301 503-399-3116	Mark Greene Northwest Regional Educational Lab. 710 Southwest 2nd. Portland, OR 97204 503-248-6934
SOUTH CAROLINA Jerry Bone Fairfield County School Dist. P.O. Box # 622 Winnsboro, SC 29180 803-635-4177 or 635-5271	Paul Delargy Ctr. for Community Ed. Valdosta State College Valdosta, GA 31601 912-247-3246
Vance Bettis Lancaster Area School P.O. Box # 520 Lancaster, SC 29720	Larry Winecoff College of Education Curr & Instruction Comm & Occup. Prog. University of South Carolina Columbia, SC 29206 803-777-7748
TENNESSEE Mary Price Clinch Powell Educ. Coop. P.O. Box # 279 Tazewell, TN 37879 615-626-9270- or 626-4677	Harold Rose Morehead State University Box # 1343 Morehead, KY 40351 606-783-2221

FEDERALLY FUNDED LEA	EVALUATION
TEXAS	
Jack Joel Harris Alice Indep. Sch. Dist. Alice Comm. Educ. 200 N. Reynolds Alice, Texas 78332 512-664-0981	Walter Stenning Dept of Ed. Psych., Tx.A&M U College Station, TX 77843 713-845-6811
Lester Haines Austin Ind. Sch. Dist. Community Education 6100 Gaulalupe Austin, Texas 78572 512-476-7212	Walter Stenning Dept of Ed. Psych., Texas A&M U. College Station, Texas 77843 713-845-6811
Arlen Tieken Comal Indep. Sch. Dist. Comm. Educ. 1421 Hwy. 81 E New Braunfels, Texas 78130 512-625-8081	Walter Stenning Dept of Ed. Psych., Texas A&M U. College Station, Texas 77843 713-845-6811
Heraldo Pena Pharr San Juan Alamo Indep. Sch. Dist. Drawer Y Pharr, Texas 78577 512-787-5517	Oscar M. Cardenas Advocacy Systems for Ed. Suite 527, 1st Federal Plaz 200 East 10th Street Austin, Texas 78767 512-472-8356
VIRGINIA	
Robert E. Glacken Charles City Co. Pub Sch. Rt. 2 Box # 4A Charles City, VA. 23030 804-795-5165	Larry Winecoff College of Ed., Curr. & Instruc./Comm. & Occup.Prog University of South C. Columbia, SC 29206 803-777-7748

FEDERALLY FUNDED LEA	EVALUATION
E. Earl Dunklee Gloucester Dept of Comm. Ed. & Rec. Gloucester Intermediate School Gloucester, VA 23061 804-693-5730	George A. Reagan 2924 Columbia Pike Arlington, VA 22204 703-979-0100
WEST VIRGINIA Sue Vail Ohio Co. School Comm. Educ. Prog. Wheeling Jr. High School 5500 Chapline Street Wheeling, W.VA. 26003 304-233-3194	Malcolm B. Young 2924 Columbia Pike Arlington, VA 22204 703-979-0100

NATIONAL EVALUATION OF THE COMMUNITY EDUCATION PROGRAM

LIST OF FEDERALLY FUNDED SEA PROJECTS AND THIRD-PARTY EVALUATORS

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WASHINGTON, D.C. 20005

FEDERALLY FUNDED SEA	EVALUATOR
ALABAMA Bobbie Walden Community Education Program Section Division of Instruction Services Alabama State Department of Education 817 South Court Street, Suite 204 Montgomery, Alabama 36107 205/832-6860	Harold Collins Springhill Educational Lab. 4307 Old Shell Rd. Mobile, Alabama 36608 205-344-9234
ALASKA Kim Ratz Coordinator of Staff Development Community Education State Department of Education 650 International Airport Road Anchorage, Alaska 99502 907/276-4215	John Kohl Montana St. U., Coll. of Ed. Bozeman, Montana 59715 406-994-4731
ARIZONA Lettie Cale Specialist Adult/Community Education State Department of Education 1535 W. Jefferson Street Phoenix, AZ 85007 602/271-5346	Walter Stenning Dept, of Ed. Psych, Texas A&M U. College Station, Texas 77843 713-845-6811
ARKANSAS Martha Nelson State Department of Community Education Arkansas Department of Education Education Building Little Rock, Arkansas 72201 501/371-1961	Joe Barentine Educator Consulting Service P.O. Box 1430 Conway, Arkansas 72032 501-327-4471
COLORADO Ray Peterson, Consultant Colorado Department of Education 201 E. Colfax Denver, CO 80203 303/892-3293	Stuart Horsfall Sopris West Educational Services, Inc. 830 South Lincoln Longmont, CO 80501 303-772-4420

FEDERALLY FUNDED SEA	EVALUATOR
FLORIDA Julian D. Morse, Consultant Community Education Florida Department of Education Knott Building Tallahassee, Florida 32304 904/488-8201	Paul DeLargy Ctr. for Community Ed. Valdosta State College Valdosta, GA 31601 912-247-3246
IDAHO Michael Murphy, Coordinator Adult & Community Education State Department of Education 650 West State Street Boise, Idaho, 83720 208/384-3529	John Kohl Montana St. U., Coll. of Ed. Bozeman, Montana 59715 406-994-4731
ILLINOIS George M. Pinter State Facilitator for Community Education State Office of Education 100 North First Street Springfield, Illinois 62777 217/782-5235	Not applicable
INDIANA David L. Wilkinson, Director Division of Community Education 10th Floor BC/BS Building 120 W. Market Street Indianapolis, IN 46204 317/927-0344	Thalia Hanna Public School #41 120 E. Walnut Indianapolis, Indiana 46 317-266-4241
IOWA Joe Herrity Community Education Consultant State Department of Public Instruction Grimes State Office Building East 14th Street & Grand Avenue Des Moines, Iowa 50319 515/281-3290	Terry L. Penniman 700 NW Beechwood Ankeny, Iowa 50021 515-271-2162

FEDERALLY FUNDED SEA	EVALUATOR
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MASSACHUSETTS Cynthia Chorionopolous Education Specialist Southeast Regional Office Box 29 Middleboro, Mass. 02346 617/947-3240	James Frieburger A.L. Nellum Associates 186 Forbes Rd. Braintree, Mass. 02184 617-848-2588
MICHIGAN Bill Carmody Adult & Community Education Services P.O. Box 30008 Lansing, MI 48909 517/373-3786	Harland Copeland University of Minnesota 175 Peik Hall Minneapolis, MN 55455 602-376-3501
MONTANA Kathleen Mollohan Community Education Consultant Division of Planning Office of Public Instruction State Captiol Helena, Montana 59601 406/449-3116	John Kohl Montana St., Coll. of Ed. Bozeman, Montana 59715 406-994-4731
NEW HAMPSHIRE Robby Fried, Director New Hampshire Office of Community Education State Department of Education 64 N. Main Street Concord, NH 03301 603/271-3330	Christine Dwyer RMC-Kappa Systems 111 Bow Street Portsmouth, NH 03801 603-431-8848

FEDERALLY FUNDED SEA	EVALUATOR
NEW JERSEY Ron Butcher Project Specialist Department of Education P.[illegible] 3181 353[illegible]aker Bridge Rd. Tren[illegible] NJ 08619 609/292-6470	Patricia Vasquez Development Associates, Inc. 1423 A Rolling Glen Drive Boothwyn, PA 19061 215-485-7959
NEW YORK Ted Turone, Chief New York State Department of Education Division of Continuing Education Albany, NY 12234 518/474-8700 or 355-9715	James Frieburger A.L. Nellum Associates 186 Forbes Rd. Braintree, Mass. 02184 617-848-2588
NORTH CAROLINA James Clark Planning Consultant & Community Education Coordinator Division of Planning State Department of Public Instruction Raliegh, NC 27611 919/733-4736	Joan Wright Adult & Community College Ed. NC State University Raleigh, NC 27612 919-737-2819
OHIO Sherry Mullett Community Education Coordinator Ohio Department of Education 65 South Front Street Columbus, OH 43215 614/466-5015 and 855-6059	Robert Dorsey 1661 Westwood Avenue Columbus, Ohio 43212 614-486-8886
OKLAHOMA Administrator Adult Education 2500 North Lincoln Boulevard Oklahoma City, OK 73105 405/521-3321	Walter Stenning Dept. of Ed. Psych., Texas A&M U. College Station, Texas 77843 713-845-6811

FEDERALLY FUNDED SEA	EVALUATOR
OREGON Robert D. Clausen, Specialist Community Education Services State Department of Education 942 Lancaster Drive, NE Salem, OR 97310 503/378-3971	Mark Greene Northwest Regional Educational Lab. 710 Southwest 2nd Portland, OR 97204 503-248-6934
PENNSYLVANIA Jack Sittman State Community Education Coordinator Division of Adult & Community Education Department of Education Box 911 Harrisburg, PA 17126 717/787-5532	Dale Cook Center for Community Education 405 White Hall, Kent State Univ. Kent, OH 216-672-2294
SOUTH CAROLINA Dalton L. Ward Coordinator of Community Education State Office of Education Rutledge Building, Rm 210 1429 Senate Street Columbia, SC 29201 803/758-3217	Paul Delargy Ctr. for Community Ed. Valdosta State College Valdosta, GA 31601 912-247-3246
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APPENDIX E

METHODOLOGY

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METHODOLOGY

A. OVERVIEW OF THE EVALUATION

In order to meet the study objectives described above, DA developed an evaluation plan which included data collection from a broad variety of sources. The major focus of the evaluation was on the activities of community education offices within state education agencies (SEAs). DA, therefore, collected certain information on a census basis from all state community education offices, and collected other information during site visits to 38 of the 51 state capitals (including the District of Columbia).

DA also collected information concerning the minimum elements of CE and reporting systems from the 37 federally-supported local education agencies (LEAs) and information concerning the content and effectiveness of training and technical assistance provided or sponsored by SEAs from local recipients. A more complete description of the evaluation plan is presented below.

1. State Education Agencies

The amount of information collected concerning state CE activities was dependent upon whether the state was or was not selected for a site visit. As part of a separate process, third-party evaluations were being performed for 25 of the 27 federally supported SEAs, and it was possible, therefore, that information for the national evaluation could be collected by those third-party evaluators. Of the remaining 24 SEAs which did not receive federal funds for community education, DA visited 13 of these states to collect information. Thus, a total of 38 states received site visits, and 13 states did not receive a visit.

All 51 SEAs received an SEA Activity Questionnaire by mail. This questionnaire was completed by the CE coordinators and staffs, who also furnished information concerning personnel, goals, funding, and activities of the state CE office. The questionnaire was collected and checked on-site in visited sites and was returned by mail by CE offices not visited. Completed questionnaires were received from all 51 states.

The Activity Questionnaire was the only data source for SEAs not visited, but in those states which were visited, three additional instruments were also used. In the 38 visited states, CE coordinators were interviewed concerning the history, structure, and program processes of their offices with a Process Interview Guide. In addition, three to five members of the SEA staff (outside of the CE office) were interviewed concerning coordination with the CE program, as were four to six staff members of other state agencies related to community education. Separate interview guides (other SEA Staff Interview Guide, Cooperating Agency Interview Guide) were used for the latter two groups.

2. Local Education Agencies

Third-party evaluations of the 37 federally-supported LEA community education projects were performed concurrent with the national evaluation. DA, therefore, requested that third-party evaluators collect certain information for the national evaluation. Third-party evaluators of both state and local projects were trained by DA in the use of study instruments.

As part of an earlier contract, DA had constructed and field tested a Local Monitoring Data Procedure Form for local community education projects. This form was revised slightly to facilitate completion and coding, and was administered to the 37 LEA project directors by the third-party evaluators. Local directors were also asked to evaluate the form itself for usefulness and ease of completion, and these results were forwarded to DA. The purpose of these tasks was to gain a description of federally-supported local projects and to test the form for use as part of a national reporting system.

3. Local Recipients of Training and Technical Assistance

In order to examine the quantity and quality of interaction between SEAs and LEA CE programs, as well as the content and effectiveness of training and technical assistance provided or sponsored by SEA Community Education Offices, mail questionnaires were sent to a total of 700 recipients of such assistance. Those surveyed included separate samples of those who had received: (1) SEA-provided workshops; (2) other forms of T/TA provided by the SEA (excluding workshops); (3) any form of T/TA sponsored by the SEA; and (4) both directly-provided and sponsored T/TA.

Questionnaires were mailed May 21, 1980 and a follow-up letter requesting participation was mailed July 3, 1980. Other techniques to secure a maximal response rate during the Summer months included telephone calls to selected recipients. A second mailing of the original letter and questionnaire to non-respondents was completed September 11, 1980 to approximately 325 in the sample. This follow up yielded a good response for a final total response of 492, a 70.3% rate for the entire survey.

B. SAMPLING PLAN

A variety of procedures were used in the evaluation to ensure representative and valid data from appropriate individuals. DA considered it to be important that data be collected from individuals having "best available information," yet DA also recognized that individuals nominated as "best sources" by state CE offices might present biased views of CE office operations.

DA, therefore, adopted a sampling strategy which was aimed at providing knowledgable yet relatively unbiased responses. Somewhat different sampling approaches were used for the SEA, LEA, and local T/TA recipient evaluation components.

1. SEA Data Collection

As described above, a census approach was used for data collection on the SEA Activity Questionnaire. All 51 state CE coordinators received and completed this predominantly close-ended instrument and returned it to DA. DA considered this questionnaire to be the major foundation of the evaluation, and, therefore, carefully collected and checked the information for completeness.

A sampling approach was used for all other SEA level data collected during site visits. A natural division of SEAs based on the presence or absence of federal funding for FY80 occurred and became part of the sampling design. All but two of the federally-funded SEAs received visits by third-party evaluators, and it was possible, therefore, to integrate data collection for the national evaluation with the third-party evaluation process. Third-party evaluators, therefore, collected data from 25 of the 27 federally supported states on the SEA Process Interview Guide, Other SEA Staff Interview Guides, and Cooperating Agency Interview Guides.

Of the 24 remaining nonfunded SEAs, a sample of 13 was selected for site visits by DA staff. In selecting SEAs for site visits, states were divided into groups based on their federal CE funding history and the overall state population. Nine cells were created based on a combination of two three-part categories of funding history and population as shown in Table 100.

Table 100
Sampling Frame for Selection of Non-Funded States for Site Visits

Funding History	Population		
	Less than 3 million	3 to 6 million	More than 6 million
Never Funded	Delaware, Kansas, Mississippi, Nebraska, New Mexico, South Dakota, Wyoming	Missouri	Texas
Funded 1-2 years	District of Columbia, Hawaii, Maine, North Dakota, Vermont	Connecticut, Georgia, Washington	
Funded 3 years	Nevada, Rhode Island	Louisiana, Maryland, Virginia	California

States were then proportionally sampled from within cells with at least one state per cell being selected. The final list of states which did and did not receive site visits is presented in Table 101.

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Table 101

States Selected for Site Visits

Site Visits by Third-Party Evaluators		Site Visits by DA	Mail Survey Only
Alabama	New Hampshire	California	Delaware
Alaska	New Jersey	Connecticut	Georgia
Arizona	New York	District of Columbia	Hawaii
Arkansas	North Carolina	Maine	Illinois
Colorado	Ohio	Mississippi	Louisana
Florida	Oklahoma	Missouri	Maryland
Idaho	Oregon	Minnesota	Nebraska
Kentucky	Pennsylvania	Kansas	Nevada
Massachusetts	South Carolina	Rhode Island	New Mexico
Michigan	Utah	Texas	South Dakota
Montana	West Virginia	North Dakota	Tennessee
	Wisconsin	Virginia	Vermont
		Wyoming	Washington

Within site-visited states, interviews were conducted with: (1) the CE coordinator; (2) three to five members of the SEA staff; and (3) representatives of four to six state agencies associated or expected to cooperate with CE. The individuals were chosen for interviews based on the results of a telephone interview with the state CE coordinator.

Within the SEA, coordinators were asked to name their immediate superior plus a deputy or assistant superintendent with responsibility for the CE area. These two individuals were then placed on the list of desired interviews. Coordinators were next asked to list three SEA programs or offices with which the CE office had worked in the past year. Two of these were randomly selected for interviews, and the coordinator was asked for the person who would be the most knowledgeable source of information within the selected program. Finally, a third office or program was randomly selected from the following list, and the "best source" was also requested:

- Adult education;
- Gifted and talented;
- Arts, humanties, and music;
- Title I (ESEA);

- Vocational education;
- Career education; or
- Early Childhood.

If the two already selected programs appeared on the list, they were omitted from the random selection process. Depending on the number of offices with which the CE office had worked, DA developed a list of three to five individuals within the SEA with whom DA requested that interviews be arranged for a total of 194 respondents in 38 states. As shown in Table 102, 192 persons were actually interviewed and of that total, 72 supervisory personnel from within the SEAs were interviewed. An additional 120 respondents represented a variety of other allied SEA programs. See Table 103 for a breakdown of those program representatives. Thus, a reponse rate of 98.9% was obtained with other SEA staff.

Table 102
SEA Staff Sample (Excluding CE Coordinator) Selected and Interviewed

Program or Staff Position	Selected for Interview		Actually Interviewed		Difference Number
	Number	Percent	Number	Percent	
Immediate Supervisor of CE Coordinator	38	19.6	34	17.7	-4
Upper Level Administrator of SEA	39	20.1	38	19.8	-1
Allied Programs	117	60.3	120	62.5	+3
Total	194	100.0	192	100.0	-2

Table 103
Interviews with Allied Programs Within SEA

Program	Number	Percent
Adult Education	26	21.7
Gifted and Talented	7	5.8
Title I (ESEA)	8	6.7
Arts and Humanities	3	2.5
Vocational Education	13	10.8
Other	63	52.5
TOTAL	120	100.0

DA used a similar technique in choosing individuals to be interviewed from other state agencies. Four state agencies were specifically targetted based on CE legislation:

- Aging;
- Community colleges;
- Health; and
- Parks and recreation.

CE Coordinators were asked for the name of the person within these four agencies (or a closely related agency if these did not exist) who had best available information concerning the activities of the state CE office. If the CE office had had no contact with a given agency, an interview with the head of the agency was requested. See Table 104 for the number in each type of agency selected and actually interviewed. In addition, the CE coordinator was asked to identify three or four other agencies besides those listed above with which the office had worked in the last year. Two agencies were randomly selected from this list (see Table 105) and the CE coordinator was asked to name the "best source" within the chosen agencies. In this manner, four to six individuals from other state agencies were identified from each site visit state.

Table 104
Cooperating Agency Personnel Interviewed

Type of Agency	Selected for Interviews		Actually Interviewed		Difference
	Number	Percent	Number	Percent	Number
Aging	39	18.0	33	16.4	- 6
Community Colleges	34	15.7	29	14.4	- 5
Health	38	17.5	34	16.9	- 4
Parks and Recreation	33	15.2	30	14.9	- 3
Other Agencies	73	33.6	75	37.3	+ 2
Total	217	100.0	201	100.0	-16

Table 105
Other Cooperating Agencies Interviewed

Type of Agency	Interviewed	
	Number	Percent
Higher Education	17	22.7
Social/Human Services	23	30.7
Associations	14	18.7
Other State Government	6	8.0
Other Educational Agencies	13	17.3
Arts and Humanities	2	2.6
Total	75	100.0

Based on these procedures, lists of individuals whom DA desired to be interviewed were constructed, and the lists were forwarded to CE coordinators to arrange interviews and to site visit staff for their information. Procedures for selecting alternatives to the predetermined sample because of respondent unavailability were included in field data collection instructions. As a result, 201 out of 217 cooperating agency staff, a 92.6% response rate, were contacted.

2. LEA Data Collection

A census of all federally-supported LEA community education programs was conducted. All 37 projects were contacted by third party evaluators and asked to complete the Local Monitoring Data Procedure Form. Project directors were also asked to evaluate each item on the form in terms of usefulness to local school administrators and ease of completion.

3. Local T/TA Recipients Data Collection

A Local Community Education Training and Technical Assistance Mail Questionnaire was sent to recipients of training or assistance provided or sponsored by the state CE office. The mail survey questionnaire dealt with the means and usefulness of training, technical assistance, information dissemination and other forms of support to local program staff. In addition, the questionnaire gathered information on indications of need for T/TA as well as other forms of support in the future.

The information needed to develop the sampling frame for this questionnaire was gathered through a national telephone survey of two types of providers of T/TA: (1) SEA community education offices, who directly provided T/TA: and (2) other organizations who jointly sponsored with the SEA CE office T/TA to local recipients. Through this telephone survey of each of the 51 SEA CE offices, the following information was gathered:

- The number of staff in the SEA CE office, calculated in FTE;
- The number of staff who provided direct T/TA;
- Estimates of the number of recipients of T/TA provided; and
- Names, addresses and telephone numbers of other providers of T/TA sponsored by the SEA.

The brief telephone interview ended with a request for the SEA to provide a list of their recipients of T/TA during the 1979-80 program year. DA provided the necessary forms for submitting the lists.

In states where other organizations provided T/TA sponsored by the SEA, similar telephone interviews were conducted. SEA sponsorship was characterized by any of these three factors: (1) T/TA funded/paid for by the SEA; (2) SEA staff directly and jointly participating in providing the T/TA; or (3) SEA providing some other form of substantive support. In both types of telephone interviews, T/TA was characterized by four delivery variables: (1) training workshops (not "awareness conferences"); (2) face-to-face consultation in group or individual sessions; (3) telephone contacts in which substantive information/assistance is provided; and (4) letters/correspondence similarly providing substantive assistance.

Based on the results of these telephone calls the total number of recipients of T/TA was estimated to be 18,500, slightly more than the number reported in the SEA Activity Questionnaire. However, the forms returned from state CE offices and other providers, which required names and addresses, provided 4,166 names from which a national sampling frame of recipients of state CE office provided or sponsored training and technical assistance was developed. The sampling frame was divided into four strata, consisting of those who: (1) attended workshops provided by the state CE office; (2) received other forms of assistance from the state CE office (but did not attend any workshops); (3) received assistance sponsored by the state CE office but provided by another organization; and (4) received assistance both from the state CE office and from another organization.

The numbers within the four strata of the sampling frame are illustrated within Table 106, as are the numbers sampled from within each stratum. Respondents were randomly selected from within strata, and were proportionally sampled (at a 16.3% rate) across strata with the exception of the fourth stratum, which was sampled at a 31.5% rate. Greater than proportional sampling was performed in this case in order to construct a group large enough to assess within-group consistency.

Table 106
Sampling Frame, Number Sampled and Number of Responses for Local T/TA Questionnaire

	SEA Directly Provided				
	Attended Workshops	Other Forms of T/TA	CE Office Sponsored T/TA	Directly Provided & Sponsored	Total
Sampling Frame	2,019	1,020	984	143	4,166
Sample (Mailed)	330	165	160	45	700
Response	245 (74.2)	109 (66.1)	103 (64.4)	35 (77.8)	492 (70.3)
Usable Responses	231 (70.0)	103 (62.4)	98 (61.3)	35 (77.8)	467 (66.7)

The final sample was, thus, a nationally representative group of recipients of different types of T/TA from different sources, with no attempts made to purposively stratify based on the state in which the recipient lived.

As a result of various followup strategies, previously described, the final response was 492, a 70.3 percent rate. Of that number, 467 forms were usable, giving a usable response rate of 66.7 percent. The 25 non-usable forms were analyzed and the reasons for non-use appear on the next pages.

- Had no contact with SEA (12);
- Attended workshop or meeting but felt unqualified or co-worker already completed form (6);
- Served as trainer not recipient (2); and
- Moved away, refused with no reason, etc. (5).

The primary basis for establishing the list was the provision and receipt of training/technical assistance. However, it was found that 52 or 11% of the 467 usable responses did not receive any such training/technical assistance. Thus, 415 responses were usable and analyzed about the quantity and quality of training/technical assistance received.

C. INSTRUMENT DESIGN

DA's process of designing instruments for the evaluation was modeled on a history of similar educational program evaluations. In particular, previous work on a 1977 Evaluation of the Community Education Program (DHEW No. 300-77-0159) conducted for the National Community Education Advisory Council provided a background for the study. One of the study instruments used for this second national evaluation (Local Monitoring Data Procedure Form) was a slightly revised version of an instrument designed for another contract (DHEW No. 300-78-0597) in which DA authored a guide for evaluating local CE programs (Doing Your Community Education Evaluation: A Guide).

The basic process by which instrument were developed consisted of six steps:

1. Analysis of study objectives and development of study questions;
2. Specification of data sources and instrument formats;
3. Development of content outlines for instruments;
4. Item construction and initial instrument development;
5. Field testing; and
6. Review by CCSSO, ED, FEDAC, and consultants.

Each of these steps is presented in detail in the next pages.

1. Analysis of Study Objectives

Based on an examination of the RFP, DA determined that there were six major areas of study questions which were to guide the evaluation. These study areas, stated as questions, were:

A. What are the means by which SEAs develop viable statewide CE systems and provide effective technical assistance?

B. What are effective means of inter- and intra-state information dissemination?

C. What are means for providing effective support and resources from SEAs to LEAs?

D. What are efficient and effective procedures for monitoring and reporting on both SEA and LEA activities?

E. What are exemplary modes for achieving inter- and intra-state agency involvement in promoting local agency involvement?

F. How effective is the training and assistance received by the SEA?

An additional objective of DA's contract was to coordinate third-party evaluations of the 27 SEAs and 37 LEAs with a federally funded CE project in FY80.

After discussions with officials and others associated with CE at the federal and state levels and systematic review of SEA, LEA, and IHE project proposals, previous CE studies, and other salient literature, an expanded set of study questions was developed. The expanded list is presented in Exhibit 9. This expanded list served as the organizing structure for all remaining instrument development activities.

2. Specification of Data Sources and Instrument Formats

The next step in the instrument development process was the identification of appropriate data sources from which to collect information concerning each of the study questions. In order to answer the study questions, DA determined that data would need to be collected from the following groups:

- SEA CE coordinators;

- Other SEA staff;
- Staff members from other state agencies;
- Project directors from federally supported local CE programs; and
- Recipients of T/TA provided or sponsored by the SEA CE office.

DA next considered the most appropriate formats in which data could be collected from each of these groups. For other SEA staff and staff members from other state agencies, interview guides were chosen as the most practical approach. For project directors from federally supported CE programs and for local recipients of state T/TA, predominantly close-ended questionnaires or forms were deemed most appropriate. For state CE coordinators, it appeared that certain questions best fit the questionnaire format, while others seemed more appropriate to an interview guide. Two separate instruments were, therefore, planned for state CE coordinators.

Based on these decisions, DA planned six data collection instruments:

- SEA Activity Questionnaire, a predominantly close-ended instrument to be completed by the state coordinator;
- SEA Process Interview Guide, to be administered to the state coordinator during a site visit;
- Other SEA Staff Interview Guide, to also be used during a site visit;
- Cooperating Agency Interview Guide, to be used during site visits to SEAs;
- Local T/TA Mail Questionnaire, to be sent to local recipients of state assistance; and
- Local Monitoring Data Procedure Form, to be completed by local CE directors during third-party evaluation visits.

Exhibit 9

Community Education Study Questions

A. 1. What means do SEAs use to develop statewide community education (CE) systems? What is the extent of CE development in the states?

2. What are the common elements of statewide CE systems? What do states consider to be the most important elements?

What activities do SEAs engage in to provide training and technical assistance to LEAs? Who are the recipients of T/TA?

4. What means (delivery systems) and which types (content) of T/TA are considered most effective: (a) by the SEAs; (b) by the LEAs? Are certain means and types of T/TA more effective with certain types of recipients?

5. What additional types of T/TA would LEAs find useful in developing and expanding local CE programs?

B. 6. How to what extent are SEAs disseminating CE information within and between states?

7. What methods of information dissemination are most effective in the judgment of: (a) SEAs; (b) other state and cooperating agencies; (c) LEAs?

C. 8. What forms (and to what extent) of support and resources do SEAs provide to LEAs, exluding T/TA? How effective are these forms of support and resources in the judgments: (a) of the SEAs; (b) of the LEAs?

9. What additional forms of resources and support from the SEAs would LEAs find most effective?

D.10. What are efficient (timely) and effective procedures for monitoring and reporting on SEA activities on a statewide basis? What are barriers/impediments to reporting and how might they be overcome?

11. What are efficient and effective procedures for monitoring and reporting on LEA activities? What are barriers/impediments to reporting and how might they be overcome?

E.12. What activities do SEAs engage in to promote inter- and intra-state agency involvement to increase interagency cooperation at the local level?

13. What techniques of promoting inter- and intra-state agency involvement have been most effective at increasing inter-agency cooperation at the local level in the judgment of: (a) SEAs; and (b) other agencies?

F.14. What types of training have been received by the SEA staff in the area of CE?

15. What types of training received by the SEA staff have been most useful, and to what uses has the training been put?

16. What means, and types, and to what extent, of assistance and support have you received from the federal office of CE? How have you used that assistance and support?

Each instrument was related to at least four of the detailed study questions. Those relationships are presented in Table 107.

Table 107
Summary of Major Study Questions by Instrument

Detailed Study Questions	INSTRUMENTS					
	#1 SEA Activity Questionnaire	#2 SEA Process Interview Guide	#3 Other SEA Staff Interview Guide	#4 Coop. Agency Interview Guide	#5 Local T/TA Mail Questionnaire	#6 Local MDP Form
1	X	X		X		X
2	X	X	X	X		X
3	X				X	X
4	X				X	
5					X	
6	X		X	X	X	
7	X			X	X	
8	X			X	X	
9					X	
10		X				
11		X				X
12	X		X	X		
13	X		X	X		
14	X					
15	X	X				
16	X	X				

3. Development of Content Outlines

As a next step in the instrument design process, DA constructed content outlines for each of the planned instruments. Content outlines were guided by the detailed study questions, and those study questions were further developed and ordered into logical sequences. The Local Monitoring Data Procedure Form had previously been constructed and field tested and needed only minor revisions for this evaluation.

General content outlines for each of the instruments are presented in Table 108, as is the relationship between instrument sections and study questions. It should be noted that there is considerable overlap of study questions across sections, indicating both the breadth of the study questions and the fact that study questions were frequently answered from a variety of sources.

Table 108

Relationship Between Instrument Sections and Study Questions

Instrument/Section	Study Question Numbers
1. SEA Activity Questionnaire	
A. Program scope/organization	1, 2, 3
B. Program development/planning	1, 2, 12
C. Training/technical assistance	3, 4, 8
D. Information dissemination	6, 7
E. Interagency cooperation	12, 13, 14, 15, 16
2. SEA Process Interview Guide	
A. Program scope/organization	1, 2
B. Program success and processes	1, 10, 11
C. Training and technical assistance	15
D. Federal/state interactions	16
3. Other SEA Staff Interview Guide	
A. Overview of CE	1, 2
B. State leadership in CE	1, 6, 12, 13
C. Monitoring and reporting procedures	6
D. Long-range development of CE	1, 2
4. Cooperating Agency Interview Guide	
A. Overview of CE	1
B. Program goals	2, 13
C. Interagency cooperation	12, 13
D. Information dissemination	1, 6, 7
E. Program planning and support	1, 8
5. Local T/TA Mail Questionnaire	
A. T/TA	3, 4, 5
B. Information dissemination	6, 7
C. Other support services	8, 9
6. Local Monitoring Data Procedure Form	1, 2, 3, 11

4. Item Construction and Initial Instrument Development

Once content outlines had been established, senior DA staff began the process of drafting individual item statements. Each of the detailed study questions was further broken into a series of item questions, and item questions were then placed within the content outlines just described.

Based on the item question and instrument format, final instrument items were then written. Each instrument item was placed on a separate index card, and cards were sequenced within the content outline for maximum readability.

Items from index cards were then transferred into instrument pages. Instrument items were adjusted so that item formats were in common, and the first draft copies of instruments were reproduced for distribution to education consultants and administrators, and for use in field testing.

5. Field Testing

All original instruments (not the Local Monitoring Data Procedure Form) were field tested with individuals completing and evaluating each instrument. Field tests were conducted in nine states which were selected via a stratified sampling procedure.

Each state was categorized according to: (1) whether it did or did not receive a FY80 federal CE grant, and if it did not, how many years of previous federal funding the state had received; and (2) population size, either less than three million, three to six million, or more than six million. Hawaii and Alaska were eliminated for logistical reasons, as were states which were to receive site visits from DA staff. States were then purposively sampled in order to gain diversity on the two categorization variables, and a site visit plan for states was constructed.

The following states were visited for field test purposes: Arizona, Arkansas, Delaware, Georgia, Kentucky, Michigan, New York, New Mexico, and Nevada. Field testing was performed in two stages. Visits were first made to six states, and following those visits, instruments were revised and tested in three additional states. The site visit plan included sessions with state CE coordinators, other SEA staff, staff members from other agencies, and local CE program officials.

After a general introduction to the purposes of the national evaluation, instruments were administered under realistic conditions. Those conducting the field tests recorded the amount of time needed for instrument administration, and then asked respondents to review the instruments on an item-by-item basis and indicate which items were either confusing or difficult to answer. These responses were combined across sites, and instruments were revised based on field test suggestions.

6. Review by Officials and Consultants

All instruments were reviewed by a number of audiences prior to their use. Prior to field testing, preliminary instruments were reviewed by DA's panel of consultants, and small changes were made based on the consultants' early review.

Concurrent with the field test, instruments were forwarded to the following for review:

- The Project Officer within the Office of Program Evaluation of the Department of Education.
- The program staff of the Community Education Program in the Department of Education;
- The Evaluation Committee of the national Community Education Advisory Council; and
- Through the Project Officer, the Committee on Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers (CCSSO).

During this period, DA consultants also provided a more detailed review of the instruments. Based on the results of the field tests and comments by the above audiences, final versions of the instruments were completed. The instruments plus justifications for their use were then forwarded through the Project Officer to the Federal Education Data Acquisition Council (FEDAC) for approval. FEDAC approved the design, data collection techniques and instruments without alteration. Copies of the approved instruments are presented in Appendix F following this methodology.

D. DATA COLLECTION PROCEDURES

In order to obtain a high quality data base for subsequent analyses, it was necessary for DA to design a data collection plan which gave clear and detailed instruction to all individuals involved in data collection. A large portion of the data was to be collected by third party evaluators not directly employed by DA; therefore, it was necessary that training for evaluators be complete and fully understood. These same third-party evaluators were employed by the 63 federally funded SEA and LEA projects throughout the U.S.

There were three major objectives for the third-party evaluations of these federally funded projects. First and foremost, each SEA and LEA project was expected to conduct an individually designed evaluation for the 1979-80 program year, which was useful to and which met the needs of the local or state project. The reports and products of these evaluations were directed, to the greatest extent possible, toward strengthening the program itself. Second, the evaluations were to be designed to provide useful information on the achievements and related implications for future prospects for the projects to the Community Education Program within the Department of Education. Third, the third-party evaluators were expected to assist Development Associates by collecting data and performing specific tasks of the National Evaluation of the Community Education Program.

Given these three objectives and the potential for competing interests and roles it was necessary to orient the third-party evaluators to the process of the National Study, thereby clearly distinguishing between their project evaluation role and the data collection role for the National Study. Thus, two one-day orientation sessions were conducted in February, 1980 in Washington, D.C. and San Francisco, California for the evaluators.

1. LEA Data Collection

The primary role of the third-party evaluator in the LEA community education program was to facilitate the completion of the Local MDP Form (#6). This form, when completed by all 37 federally funded CE projects, provided the basis for reporting systematic information on the local program activities to the federal

CEP. Also, this questionnaire was used to develop recommendations for the creation of a national reporting system and to determine the extent to which these projects meet the requirements of the eight federal minimum elements of CE programs.

2. SEA Data Collection

The site visits to the SEAs, as mentioned before, were conducted by the SEA employed third-party evaluators in 25 of the 27 federally-funded SEAs. Two of these projects, Tennessee and Illinois, did not complete an external evaluation of their project. Thus, a site visit was not possible. The site visits to the non-funded SEAs were completed by the DA study staff.

There were three phases for each of the site visits: (a) pre-visit arrangements, (b) site visit activites, and (c) post-visit tasks. The steps of each of these phases, as shown in Exhibit 10 will be described.

a. Pre-Visit Arrangements

The CE coordinators were aware of this study since October of 1979, and were given information via mail and telephone calls about the site visits. In preparation for the site visit, telephone interviews were held with CE coordinators to explain the site visit and to select the agencies and individuals to be interviewed, as described in the sampling plan section.

A list of the respondents selected in each category and for each instrument was provided in a field manual. The manual was provided to all individuals taking part in site visits.

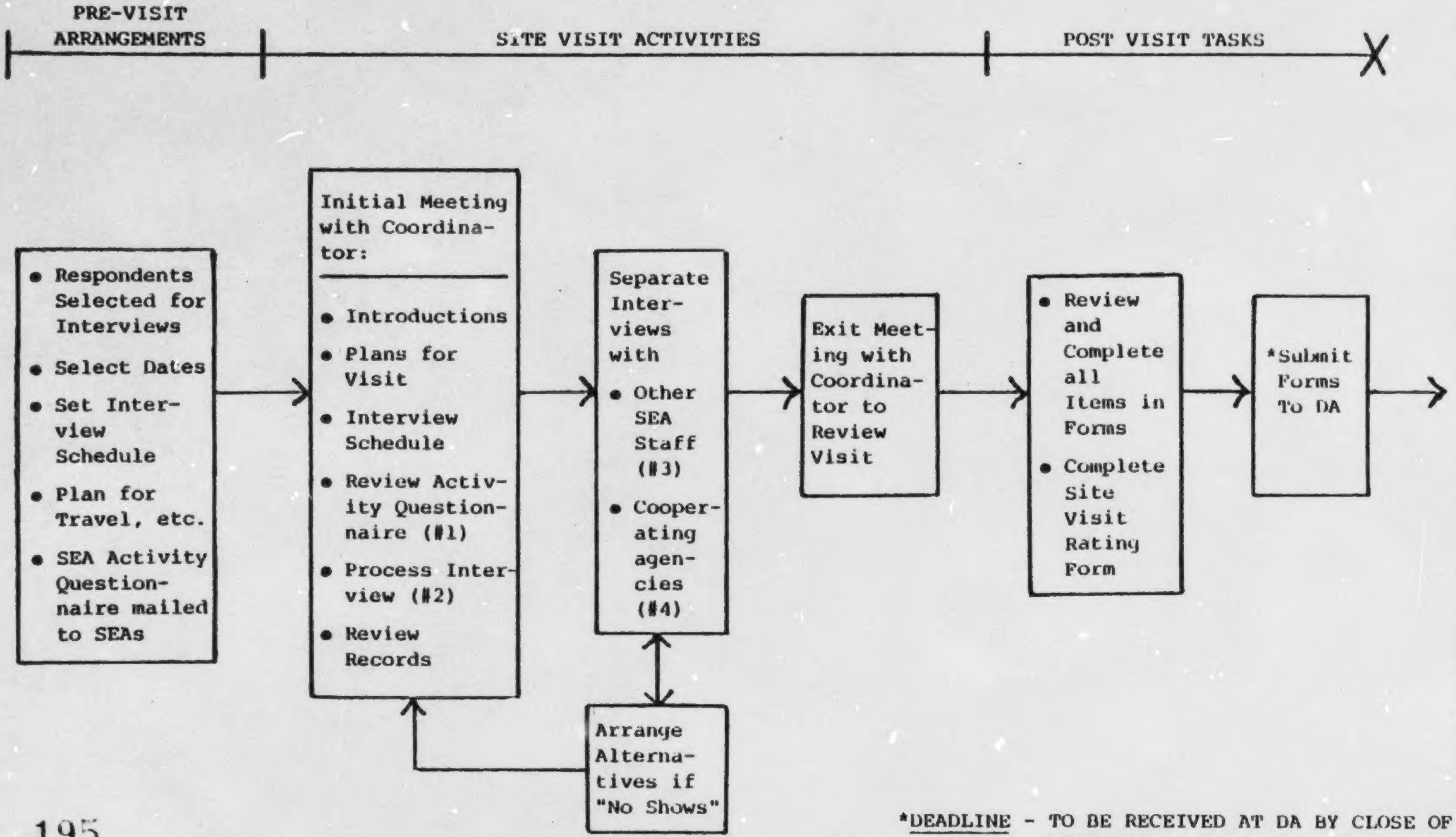
In preparation for the visits, the third-party evaluator and/or the CE coordinator completed the following tasks:

- Jointly selected the dates for the visit.
- Set up the interview schedule and arrangements for each appointed interview (CE coordinator).

EXHIBIT 10

NATIONAL COMMUNITY EDUCATION EVALUATION

OVERVIEW OF SEA SITE VISIT


PRE-VISIT ARRANGEMENTS
SITE VISIT ACTIVITIES
POST VISIT TASKS
• Respondents Selected for Interviews
• Select Dates
• Set Interview Schedule
• Plan for Travel, etc.
• SEA Activity Questionnaire mailed to SEAs
Initial Meeting with Coordinator:
• Introductions
• Plans for Visit
• Interview Schedule
• Review Activity Questionnaire (#1)
• Process Interview (#2)
• Review Records
Separate Interviews with
• Other SEA Staff (#3)
• Cooperating agencies (#4)
Arrange Alternatives if "No Shows"
Exit Meeting with Coordinator to Review Visit
• Review and Complete all Items in Forms
• Complete Site Visit Rating Form
*Submit Forms To DA

*DEADLINE - TO BE RECEIVED AT DA BY CLOSE OF BUSINESS -- JULY 15, 1980.

- Planned for travel, lodging, etc.
- Called to confirm all plans prior to visit. NOTE: The deadline for receipt at DA of all SEA instruments and attached materials was July 15, 1980.

Arrangements for the DA site visits were completed by the Washington, D.C. office staff.

The SEA Activity Questionnaire was mailed by DA to the CE coordinators in each state on May 19, 1980.

b. Site Visit Activities

There were three important activities in the site visit, each of which is described below.

Site visits were conducted in 38 SEAs by third-party evaluators and DA staff teams, for two days each. In some cases the data collection activities to be performed by the third-party evaluator were spread out over a number of days or weeks, providing that travel resources for such a schedule were available and the visit was completed so that the forms were received at DA by July 15.

1) Initial meeting with the CE coordinator

- Introductions and overview of the visit, i.e., purposes, procedures, etc.
- Review the list of interviews and complete the interview schedule.
- If, at that time, it was learned that a respondent would not be available at all for their interview, the following steps were taken:
  - The coordinator was asked to select another representative of that agency. If he/she had not worked directly with someone else in that agency, then the director of the office with whom they would work or would most likely to be involved was selected.
  - If a back-up respondent could not be selected and interviewed, then an alternate on the list in that category (if there was an

alternate) was selected and the best source in that agency was contacted.

- If no alternate was listed then that agency was dropped from the list.

- Review the SEA Activity Questionnaire (#1) with the coordinator. After being satisfied that the instrument was as complete as possible, the form was collected.
- Conduct the SEA Process Interview (#2) with the coordinator. Documents, examples of reporting forms, budgets, state plans, etc. were attached to questionnaires No. 1 and/or No. 2.

2) Conduct other separate interviews

Following the meeting with the coordinator, separate interviews with the other respondents were held. These interviews were conducted in private with the specific person selected. As interviews were completed, the interview schedule and questionnaire were carefully reviewed for completeness and legibility.

3) Exit meeting with the CE coordinator

Upon completion of the interviews, the data collector met again with the CE coordinator to clarify any questions or concerns. It was important to maintain the complete confidentiality established with the other respondents; therefore, specific information gathered was not shared with the coordinator. The field staff could choose to share their own observations about the visit that seemed appropriate and useful within the context of confidentiality.

c. Post-Visit Tasks

As part of the review process, the field staff did the following:

1) Checked the interview schedule and made sure all items were complete, and noted any problems or occurrences which arose affecting the interviews or other aspects of data collection. If an interview was not completed, the reason was noted on the schedule.

2) Reviewed each form again and

- Made all information legible;
- Removed any erroneous marks;
- Checked all items on the cover to ensure that correct ID number was recorded for the respondent; and
- Labeled any documents or attached materials by the appropriate questionnaire.

E. DATA MANAGEMENT PROCEDURES

All survey instruments were logged in on arrival and inspected for obvious omissions and errors. Information logged in for each returned questionnaire included ID number, name, address, and telephone number of respondent, and the date received. The Survey Response and Follow-up Log-Book also included information on when the respondent was telephoned back, if necessary, or sent a letter for answer clarification, when the instrument was sent to key-punching, and comments on follow-up regarding non-respondents.

The research assistant inspected the documents initially to insure that all questions which should have been answered were answered and to determine if there were any answers which were clearly inconsistent with previous ones of should have been skipped based on predetermined criteria. Out-of-the-ordinary problems were resolved by consultation with the Project Director. Unresolved questions meant recontacting the respondents by phone or mail.

All of the data collection instruments were designed so they could function as source documents for keypunching purposes and subsequent computer data processing. The primary elements of the coding procedure included the coding of non-responses and various items which had to have intermediate codes.

Coding of open-ended responses was completed through a three-stage process. Approximately half of the responses to each open-ended item were read by a senior DA staff member, who then constructed appropriate coding categories. All responses were then coded and checked by research assistants. Assistants were allowed to expand the number of coding categories as they saw necessary in consultation with senior staff. Following coding and checking by research assistants, approximately half of the coded responses were examined by senior staff to verify their accuracy.

Upon determination that a series of questionnaries was as complete as possible, they were sent to Mailing List Systems, Inc. of Lorton, VA for key-punching. Keying instructions were included to alert key-punchers to deviations from the general coding scheme or to effect modifications to the printed survey instruments' layout. 100% independent verification of all key-punched data was requested to ensure a minimum of errors. Computer editing was accomplished in accordance with specific editing instructions which were developed for each individual questionnaire.

Computer editing generally consisted of checks for completeness, accuracy, internal consistency, and out-of-range values. All editing procedures were performed by computer programming statements written in the software language package SPSS (Version 8.0*).

The raw key-punched data were transferred to disk and processed through a series of statements checking for the types of errors discussed above. The clean-up data files were then resaved with the clean values. These data were then used for analytic runs including series of frequency distributions, descriptive statistics, cross-tabulation, breakdowns, and measures of statistical significance and strength of association. All editing and analytic computer runs were processed on IBM series 370 facilities based at the Department of Education.

Following the production of the above analytic runs, the data files were then transferred to computer magnetic tape for permanent storage. Except for the original raw data stored in EBCDIC "OS" files, the clean data were stored as SPSS SAVE FILES (which, as binary files, are more efficient to process, and contain fully labelled variables and values or response alternatives). Each file also contained standardised identifying information (such as project and form number so that cross-tabulation analyses through file merges could be performed if necessary) and was deemed ready for use with the descriptive and intensive analytic procedures.

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*Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K., and Bent, D.H. The Statistical Package for the Social Services. New York, NY: McGraw Hill, 1975, and Nie, N.H. and Hull, C.H. SPSS: Release 8.0 Update Manual, 1978.

F. DATA ANALYSIS

The analytic approach was designed to maximize the usability and interpretability of the large quantity of information collected from a variety of sources. The first stage in the analytic process involved checks on the distributional characteristics of the data. Frequency distributions on all variables were produced, and percentages were calculated both including and excluding missing values.

As a next step in summarizing the information, multiple response categories were created for related items, and means, medians, and standard deviations were calculated for variables with appropriate numerical values. The data were then arrayed within table shells, and analytic interpretations based on study questions were generated.

In order to examine relationships between variables, two types of analyses were performed. Relationships between nominal variables were examined through the use of cross-tabulation, while relationships between nominal and interval variables were examined by calculating mean values within nominal classes. Because most of the data collected came either from complete census information or from non-randomly selected respondents, sampling statistics were generally not employed. The major variables used in analytic breakdowns were: (1) presence/absence of a full-time coordinator; (2) presence/absence of a FY80 federal CE grant; (3) number of years of federal CE grants; and (4) population of state. The results of these interaction analyses are primarily presented in separate sections at the end of Chapters 4, 5, and 6.

APPENDIX F

STUDY INSTRUMENTS

#1

FEDAC No.: S 165
Expires: 12/80

COMMUNITY EDUCATION PROGRAM

SEA ACTIVITY QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is part of a study of programs funded by the Community Education Program in the Office of Education. The information you provide will help that office plan for Community Education needs, will be used to prepare recommendations for the National CE Advisory Council and for Congress, and should be of benefit to CE coordinators and other practitioners. Copies of the report will be available when it is completed.

The focus throughout the questionnaire is on Community Education activities authorized by the federal Community Schools Act of 1974 and authorized by state supported programs that are available through your state department of education.

In preparing the questionnaire, Development Associates (DA) has attempted to phrase items which will apply across all states, and we know that some of the questions do not reflect your primary goals or activities. Our asking the question does not imply that DA or the U.S. Office of Education believes you should have been working in these areas or toward these ends ; we simply are asking some questions of everyone in order to document the range of different activities.

This study is authorized by Law (20 U.S.C.: 3281), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you or any other individual. We thank you in advance for your cooperation.

Please read the individual instructions and answer each question as best as you can. Also, write any comments which will help us understand your particular situation. We estimate that the questionnaire will require 45 minutes to complete. Data processing numbers at the far right of each page should be ignored. Please enter the following information:

State: ______________________

Name of Administrative Unit Operating Program: ______________________

Title of Administrator/State Coordinator: ______________________

Telephone No./Area Code: ______________________

Date Form Completed: ______________________

ADP Only	
Code	C/Col
	CARD 1
1	1
___	2-3

We have tried to keep the questionnaire as brief and easy to complete as possible. However, should you have any questions, please call the following number collect and ask for the Project Director for the Community Education Study: (202)387-2090.

Community Education Study
Development Associates, Inc.
P.O. Box 28058, Central Station
Washington, D.C. 20005

PLEASE READ BEFORE GOING FURTHER

INSTRUCTIONS

References throughout the questionnaire to local community education (CE) programs are intended to direct your attention to programs which fit this definition:

> "...a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community."

Unless otherwise specified, the information requested is for the 1979-80 program year.

Please read the individual instructions and answer each question as best you can. Also, write any comments which will help us understand your particular situation.

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SEA COMMUNITY EDUCATION ACTIVITY QUESTIONNAIRE

A. PROGRAM SCOPE AND ORGANIZATION

	ADP Only: Code	ADP Only: C/Col
1. Is your position as CE coordinator/director a full-time position? Yes ☐ (Skip to No. 2) No ☐	1-2	4

If no, what other job responsibilities do you have? What percentage of your time do you spend on each area?

Area (Specify)	%	C/Col
a. Community Education	%	5-6
b. Adult Basic Education	%	7-8
c. Adult/Continuing Education	%	9-10
d. Other (specify)	%	11-12
e. Other (specify)	%	13-14
TOTAL	100%	

2. Please describe the staff of the state CE office, including your position.

	A. Number	B. Number of Full-Time Equivalents Devoted to CE	A.	B.
Professional			15-16	23-25
Clerical			17-18	26-28
Other (specify) ________			19-20	29-31
TOTAL NUMBER			21-22	32-34

3. Please rank order the following general goals of CE based on the priorities of your state CE office. (1=most important, 6=least important, please rank all six items with no tied ranks.)

	Rank	C/Col
a. Expand the number of local community education projects		35
b. Improve the quality of existing local CE projects		36
c. Develop state legislation or policy to support CE		37
d. Increase the awareness of the general public to the CE concept		38
e. Increase citizen participation in local CE efforts		39
f. Develop interagency cooperation in state level CE activities		40

		ADP Only	
		Code	C/Col
4a. Please check (✓) below all activities in which members of the state CE staff have engaged during the past year.		1=NR 2=R	
1. Developed or modified a statewide CE plan	☐		41
2. Identified state CE training resources	☐		42
3. Developed a volunteer corps of CE workers	☐		43
4. Assessed local community needs for training and/or technical assistance	☐		44
5. Drafted state legislation supporting CE	☐		45
6. Met with other state agency personnel to coordinate activities at local levels	☐		46
7. Met with state CE Advisory Council	☐		47
8. Coordinated regional meetings concerning CE within the state . . .	☐		48
9. Designed a model CE program(s) for replication by LEA's.	☐		49
10. Developed informational packets concerning CE for distribution . .	☐		50
11. Developed manuals for local CE directors	☐		51
12. Provided technical assistance to new CE projects	☐		52
13. Provided technical assistance to established CE projects	☐		53
14. Provided technical assistance to local Advisory Councils	☐		54
15. Conducted training workshops for groups of LEA personnel	☐		55
16. Trained other agency personnel to provide CE technical assistance .	☐		56
17. Made presentations to local groups on the CE concept	☐		57
18. Worked to establish CE courses and degrees in IHE	☐		58
19. Published a newsletter of state CE activities	☐		59
20. Established a clearinghouse of CE information	☐		60
b. Overall, which activity (1-20) checked (✓) above is:	(Write the No.)		
Most important	______		61-62
2nd most important	______		63-64
3rd most important	______		65-66
5. Please check (✓) the sources of funding for your state CE office activities in the past year. Check (✓) all that apply.		1=NR 2=R	
a. State funding through State Education Agency	☐		67
b. State funding through other agencies (specify: ____________________)	☐		68
c. Federal community education grant	☐		69
d. Federal grants through other agencies (specify: ____________________)	☐		70
e. Private/foundation grants (specify: ____________________)	☐		71
f. Other (specify: ____________________)	☐		72

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ADP Only
Code | C/Col

6. Based on present projections, from what sources of funding do you expect monies for the next fiscal year? Check (✓) all that apply.

a. State funding through State Education Agency ☐ 73
b. State funding through other agencies (specify: ______________________________) ☐ 74
c. Federal community education grant ☐ 75
d. Federal grants through other agencies (specify: ______________________________) ☐ 76
e. Private foundation grants (specify: ______________________________) ☐ 77
f. Other (specify: ______________________________) ☐ 78

7. Are there any presently operating local CE programs in your state? 01 79-80

CARD 2 1

1 2-3

No ☐ (Skip to No. 8) Yes ☐ 1-2 4

a. How many such programs are operating? ______ 5-7
b. Of that number, how many receive funding from these sources:

		C/Col
Federal CE grants	______	8-10
SEA funds	______	11-13
LEA funds	______	14-16
Other federal agency	______	17-19
Local government	______	20-22
Business/industry	______	23-25
Private/foundation	______	26-28
Tuition and fees	______	29-31

The numbers given are based on: (Check (✓) only one below.

Exact Figures in the SEA ☐ An Approximation ☐ 1-2 32

c. If the SEA provides funds for local CE programs, specify the process used: 1=NR 2=R

1. Competitive grants to LEA's ☐ 33
2. Formula grants based on proportion of population ☐ 34
3. Funding based on general education allocation ☐ 35
4. Other (specify:______________________) ☐ 36

d. In the local CE programs across the state, what percentage of programs have activities which address the following community issues? Please check (✓).

	Info. Not Avail. (1)	None (2)	1-25% (3)	25%-50% (4)	More than 50% (5)	Code	C/Col
						1-5	
1. Drug and alcohol abuse	___	___	___	___	___		37
2. Single parent families	___	___	___	___	___		38
3. Teenaged parents	___	___	___	___	___		39
4. Family relations	___	___	___	___	___		40
5. Academic enrichment	___	___	___	___	___		41
6. School/community vandalism	___	___	___	___	___		42
7. Energy conservation	___	___	___	___	___		43
8. Recreation and leisure	___	___	___	___	___		44
9. Adult activities	___	___	___	___	___		45
10. Public transportation	___	___	___	___	___		46

e. What percentage of local CE programs have a community council? ________% 47-49

	ADP Only Code	ADP Only C/Col

B. PROGRAM DEVELOPMENT AND PLANNING

8. Has your office conducted a formal or informal needs assessment to establish statewide goals for CE?

No ☐ (Skip to No. 9) Yes ☐

	ADP Only Code	ADP Only C/Col
No ☐ (Skip to No. 9) / Yes ☐	1-2	50
	1=NR 2=R	

Which of these were involved in conducting the needs assessment and in providing information?

Category	A. (✓) Conducting	B. (✓) Provided Information	Code	C/Col
a. State CE Association	____	____	A. 51	B. 62
b. Professional Association of Related Fields	____	____	52	63
c. State CE Advisory Council	____	____	53	64
d. Citizens-at-Large	____	____	54	65
e. Cooperating State Agencies	____	____	55	66
f. Consultants	____	____	56	67
g. Other SEA Personnel	____	____	57	68
h. Local CE Personnel	____	____	58	69
i. Local Government Leaders	____	____	59	70
j. IHE CE Centers	____	____	60	71
k. Local Agencies	____	____	61	72

		ADP Only	
		Code	C/Col
9. Is there some form of a State Plan for CE in your state?			
No ☐ (Skip to No. 10)	Yes ☐ (Attach Copy)	1-2	73
a. At what stage of development is the plan? (Check (✓) only one item.)			
1. Formally approved by state authorities	☐	1	74
2. Drafted but not approved	☐	2	
		02	79-80
b. Which of the following elements does your State Plan include? (Check (✓) all that apply.)		1	CARD 3 1-3
1. Statement of Philosophy	☐	1=NR 2=R	4
2. Definition of terms	☐		5
3. A statement of objectives	☐		6
4. A means for assessing needs	☐		7
5. Program goals for one to three years	☐		8
6. Funding plans and projections	☐		9
7. A means of evaluation of the state program	☐		10
8. Training and staff development plan	☐		11
9. Implementation guidelines for State Plan	☐		12
10. Roles and relationships of cooperating agencies	☐		13
c. Which of the following played a role in drafting the State CE Plan? (Check (✓) all that apply.			
1. State CE Advisory Council	☐		14
2. Regional CE officers	☐		15
3. Local CE project officials	☐		16
4. Local Advisory Councils	☐		17
5. SEA (not CE) officials	☐		18
6. Officials from other state agencies/associations	☐		19
7. State CE Association	☐		20
8. Consultants	☐		21
9. Citizens-at-large	☐		22
10. IHE personnel	☐		23
11. State Board of Education	☐		24
d. To whom has the State Plan, in any stage of development, been disseminated? (Check (✓) all that apply.)			
1. Local government agencies	☐		25
2. Municipal government leaders	☐		26
3. Other state agencies	☐		27
4. State associations	☐		28
5. General public	☐		29
6. Local school districts	☐		30
7. Other (specify: ______________________________)	☐		31
e. How often is the State Plan updated? (Check (✓) only one item.)			
1. Annually	☐	1	32
2. Every two to three years	☐	2	
3. Four years or more	☐	3	
4. Never	☐	4	
f. Check (✓) if your State Plan at this stage includes provisions for meeting the needs of:		1=NR 2=R	
1. Physically handicapped	☐		33
2. Limited English speakers	☐		34
3. Mentally handicapped	☐		35
4. Teenaged parents	☐		36
5. Older people	☐		37

	ADP Only Code	C/Col
10. Does your state have a SEA position paper supporting CE?		
No ☐ Yes ☐ Date Approved: ______________ Attach Copy	1-2	38 39-40
11. Is there a SEA board resolution supporting CE?		
No ☐ Yes ☐ Date Approved: ______________ Attach Copy	1-2	41 42-43
12. Does your state have any form of legislation supporting CE?		
No ☐ (Skip to No. 13) Yes ☐	1-2	44
a. Which of the following best describes the nature of that legislation?		
1. Permissive legislation ☐	1	45
2. Funding legislation ☐	2	
b. In what year was initial legislation recognizing CE first passed? ______________		46-47
c. In what year was the most recent CE legislation passed? ______________		48-49
13. If your state has not passed legislation but has plans to do so, at what stage of development is the proposed legislation?		
a. Not applicable ☐	1	50
b. Drafted and before a committee ☐	2	
c. Drafted and under review ☐	3	
d. Presently being drafted ☐	4	
14. Does your office have an established plan for evaluating the statewide CE system?		
No ☐ (Skip to No. 15) Yes ☐	1-2	51
How is that evaluation accomplished? (Check (✓) all that apply.)	1=NR 2=R	
a. Self-evaluation with observations/impressions ☐		52
b. Self-evaluation with formal instrumentation ☐		53
c. Evaluation from within SEA ☐		54
d. Third-party evaluation with observations/impressions ☐		55
e. Third-party evaluation with formal instrumentation ☐		56

		ADP Only	
		Code	C/Col
15. Does your state have a statewide CE Advisory Council or an equivalent SEA-sponsored group?			
No ☐ (Skip to No. 16) Yes ☐		1-2	57
a. How long has it been in existence? _______ years			
b. How often does it meet? __________ times/year.			
c. Is the council concerned with CE only, or is it concerned with other issues/programs as well?		1-2	62
☐ CE only ☐ CE and ______________		____	63
d. How many members are on the Advisory Council? ___________			64-65
e. Which groups are represented on the council? (Check (✓) all that apply for items e. and f.)		1=NR 2=R	
1. Other SEA personnel	☐		66
2. Regional CE coordinators	☐		67
3. Local CE project personnel	☐		68
4. Citizens	☐		69
5. Parks and Recreation	☐		70
6. Department of Aging	☐		71
7. Public Health	☐		72
8. Community Colleges	☐		73
9. Human/Social Services	☐		74
10. Other (specify: ______________________)	☐		75
f. How do individuals become members of the state CE Advisory Council?		03	79-80
1. Membership mandated by state legislation or policy	☐		CARD 4 1
2. Members suggested by State Plan or policy and appointed by Governor	☐		2-3
3. Members suggested by state CE office and appointed by State Superintendent of Education	☐		4 5
4. Members selected by state CE office	☐		6 7
5. Other (specify: ______________________ ______________________)	☐		8
g. Describe the role of the Advisory Council in state CE decision-making. (Check (✓) only one item.)			
1. Makes major decisions concerning CE policy	☐	1	
2. Shares in making major decisions	☐	2	
3. Advises in state CE policy	☐	3	9
4. Provides support for decisions made by the state CE office	☐	4	
5. Other (describe: ______________________ ______________________)	☐	5	
h. Which of the following areas of responsibility has the state Advisory Council directly dealt with in the past year? (Check (✓) all that apply.)		1=NR 2=R	
1. Developing state legislation	☐		10
2. Developing a State Plan	☐		11
3. Developing media presentations on CE	☐		12
4. Developing state guidelines for local CE projects	☐		13
5. Developing sources of funding for state CE activities	☐		14
6. Developing training and technical assistance materials for local projects	☐		15
7. Promoting interagency cooperation at the state level	☐		16
8. Determining LEA grants from the SEA	☐		17
9. Other (specify: ______________________ ______________________)	☐		18
10. Other (specify: ______________________ ______________________)	☐	____ ____	19-20 21 22-23

C. TRAINING AND TECHNICAL ASSISTANCE (T/TA)

16. Has your state CE office provided (or supported others in providing) training or technical assistance to local programs?

No ☐ (Skip to No. 20) Yes ☐

a. Check all of those who have provided T/TA to local projects.

1. CE coordinator ☐
2. Other CE staff ☐
3. SEA (not CE) staff ☐
4. Institution of Higher Education (IHE) personnel ☐
5. Paid outside trainers ☐
6. State CE Association ☐

b. Please describe the T/TA which you have provided to local programs in the past year. Listed on the left side of the page are a number of content areas in which you might have provided T/TA. Please check those content areas in which you have provided T/TA in column A. For those content areas which you checked in column A, please check (✓) the means (1. personal face-to-face consultation, 2. telephone consultation, 3. training workshop) used to provide the T/TA in column B 1-3. Please note that you may check more than one means of assistance in column B 1-3 as appropriate. Then, please check only one block in column C 4-6 to indicate the usefulness of the assistance provided.

	A.	B. Means - Check (✓) all that apply			C. Usefulness Check (✓) only one		
CONTENT AREA	Asst. Prov. (✓)	1. Pers. Face-to Face (✓)	2. Tele. Consul. (✓)	3. Trng. Workshop (✓)	4. Very Useful (✓)	5. Useful (✓)	6. Not Useful (✓)
1. Developed Community Councils, Task Forces, Steering Committees, etc.							
2. Analyzed LEA or local government policy or regulations relating to CE							
3. Drafting school board or interagency joint resolutions							
4. Drafting instruments for community needs assessment							
5. Designing programs based on a community needs assessment							
6. Writing proposals to fund CE							
7. Developed plans for school facility design or use of school facilities							
8. Designing programs for special populations (elderly, minorities, handicapped)							
9. Developed job descriptions & qualifications for CE employees							
10. Designing & drafting instruments for evaluations of CE projects							
11. Analyzed data & writing reports on evaluations of CE projects							
12. Designing public relations or advertising material							
13. Developing project management skills							
14. Identifying funding sources for CE							
15. Other (specify: ______)							
16. Other (specify: ______)							

ADP Only

Code	C/Col
1-2	24
1=NR 2=R	
	25
	26
	27
	28
	29
	30
A. 1=NR 2=R	31-46
______	47-48
______	49-50
B.1. 1=NR 2=R	51-66
04	79-80
	CARD 5
1	1
	2-3
B.2.	4-19
B.3.	20-35
C. 4,5,6	36-51

ADP Only Code	ADP Only C/Col

17a. Here is a list of potential recipients of training and technical assistance in your state. For each category of recipient, indicate the total number receiving training and consultation in each category, during the past year.

Recipients	T/TA Recipients	C/Col
1. Local CE Staff	______	52-55
2. Community Residents	______	56-59
3. State Advisory Council	______	60-61
4. Local School Staff	______	62-65
5. Local Government Leaders	______	66-68
6. Other SEA Staff	______	69-70
7. Cooperating Agency Staff	______	71-72
TOTAL	______	73-76

b. The numbers given are based on: (Check (✓) only one below.)

Exact figures in the SEA ☐ An approximation ☐

Code	C/Col
	77
1-2	
05	79-80

18. Which of the recipients given in Item 17 have the greatest potential for contributing to the development of a statewide CE system? (1-7).

CARD 6
1
2-3

		C/Col
Greatest potential	____	4
2nd greatest potential	____	5
3rd greatest potential	____	6

(Write only one number (1-7) for each here)

19. Training and technical assistance are sometimes jointly sponsored. How many training and TA events has the state CE office sponsored with these cooperating agencies or organizations during the past year?

Agencies	No. T/TA Events	C/Col
a. Community Colleges	__________	7-8
b. State CE Association	__________	9-10
c. IHE CE Center	__________	11-12
d. Local CE Programs	__________	13-14
e. Other State Agencies	__________	15-16
f. Private Non-profit Agencies	__________	17-18
TOTAL	__________	19-20

	ADP Only Code	C/Col
20. Does the state CE office provide other sources of support (funds, facilities, equipment, materials, staff) to local programs?		
No ☐ (Skip to No. 21) Yes ☐	1-2	21

a. How many local programs receive each of the following types of support from the state CE office?

		C/Col
1. Funds	______	22-24
2. Facilities	______	25-27
3. Equipment	______	28-30
4. Materials	______	31-33
5. Staff	______	34-36

b. Which of the following types of support did the state CE office provide during the past year to local CE programs? In column A, please check (✓) all of the types listed on the left side of the page that were provided. In column B, check (✓) only one item that best indicates how useful you think the support was in developing local CE programs.

	A.	B. Usefulness Check (✓) only one			A.	B.
TYPES OF SUPPORT	Support Provided (✓)	Very Useful (1) (✓)	Useful (2) (✓)	Not Useful (3) (✓)	1=NR 2=R	1,2,3
1. Facilities for programs	___	___	___	___	37	45
2. Materials	___	___	___	___	38	46
3. Equipment	___	___	___	___	39	47
4. Staff (e.g., shared positions)	___	___	___	___	40	48
5. Funds (cash)	___	___	___	___	41	49
6. Other (specify: ______________ ______________)	___	___	___	___	42	50
7. Other (specify: ______________ ______________)	___	___	___	___	43	51
8. Other (specify: ______________ ______________)	___	___	___	___	44	52

c. If funds are provided to local programs by the state CE office, from which of the following sources do those funds originally come?

		1=NR 2=R
1. From the state	☐	53
2. From federal grants	☐	54
3. From private grants (specify: ______________ ______________)	☐	55
4. Other (specify: ______________ ______________)	☐	56

D. INFORMATION DISSEMINATION

ADP Only Code	C/Col

21. Some state offices disseminate information concerning CE to local and state audiences. Describe the means used and perceived usefulness of the information which is disseminated in your state. Check (✓) all the means you used in the past year in column A. For those checked in A, indicate how useful you think the means was by checking one column in B.

		B. Usefulness Check (✓) only one			ADP Only Code	C/Col
MEANS	A. Used (✓)	1. Very Useful (✓)	2. Useful (✓)	3. Not Useful (✓)	A. 1=NR 2=R	B. 1,2,3
1. Speeches or presentations at conferences and conventions	___	___	___	___	57	66
2. Booths at conferences and conventions	___	___	___	___	58	67
3. Direct mail to relevant individuals and groups	___	___	___	___	59	68
4. Articles in statewide journals	___	___	___	___	60	69
5. CE office newsletters	___	___	___	___	61	70
6. Statewide media (TV, radio, newspapers)	___	___	___	___	62	71
7. Distribution of films, slides, videotapes, etc.	___	___	___	___	63	72
8. Monographs and booklets	___	___	___	___	64	73
9. Other (specify: ________________ ________________)	___	___	___	___	65	74

22. Do you participate in any interstate or regional systems for the sharing and dissemination of CE information?

No ☐ Yes ☐ 1-2 75

23. Have you used the National CE Clearinghouse in the past year to obtain information for your own use?

No ☐ Yes ☐ 1-2 76

24. Have you used the National CE Clearinghouse to disseminate information to local projects?

No ☐ Yes ☐ 1-2 77

06 79-80

CARD 7

1 1

2-3

25. Some state offices develop CE materials as part of their program. Please indicate whether or not you developed any of the following types of materials and in what ways they were used.

		B. Used in: Check (✓) all that apply			ADP Only Code	C/Col
Materials	A. Developed (✓)	1. Awareness Conferences (✓)	2. Workshops (✓)	3. TA/Consultation (✓)	A.	
Video-tapes/cassettes	___	___	___	___	1=NR 2=R	4-12
Filmstrips	___	___	___	___		
Slide-tape	___	___	___	___	B.1	13-21
Films	___	___	___	___	B.2	22-30
Manuals	___	___	___	___	B.3	31-39
General handouts/pamphlets	___	___	___	___		
Training exercises	___	___	___	___		
Brochures	___	___	___	___		
Other (specify) ________ ________	___	___	___	___		

E. INTERAGENCY COOPERATION

26. Some state CE offices develop cooperative relationships with other agencies/organizations in the state. Please check (✓) below those state agencies with which the CE office has developed cooperative relationships, and the nature of those relationships.

Agency	A. Relationship Developed (✓)	B. Nature of Relationship (Check (✓) only one.) Formal Written Agreement (✓)	Informal but Defined (✓)	Informal and Exploratory (✓)	ADP Only Code A. 1=NR 2=R	ADP Only C/Col B. 1,2,3
1. Parks and Recreation	___	___	___	___	40	48
2. Health	___	___	___	___	41	49
3. Human Services/Resources	___	___	___	___	42	50
4. Aging	___	___	___	___	43	51
5. Community Colleges	___	___	___	___	44	52
6. Labor	___	___	___	___	45	53
7. Other (specify: ____________ ____________)	___	___	___	___	46	54
8. Other (specify: ____________ ____________)	___	___	___	___	47	55

___ 56-57

___ 58-59

27. To what extent have the following factors made it difficult to coordinate activities with other agencies?

Obstacles	Extent of Difficulty Check (✓) Only One: None (1)	Very Little (2)	Some (3)	Much (4)	Very Much (5)	ADP Only Code	ADP Only C/Col
1. Categorical funding	___	___	___	___	___	1-5	60
2. Lack of staff and resources	___	___	___	___	___		61
3. Lack of clearly defined areas of responsibility	___	___	___	___	___		62
4. Defense of areas of responsibility (turf protection)	___	___	___	___	___		63
5. Mismatched reporting cycles and requirements	___	___	___	___	___		64
6. Other (specify: ________ ____________ ____________)	___	___	___	___	___		65

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28. Which of the following types of cooperative arrangements have you developed with other state agencies, and if developed, how useful have those types of arrangements been?

Arrangements	A. Arrangement Developed (✓)	B. Usefulness (Check one) 1. Not Useful	2. Useful	3. Very Useful	ADP Only Code A.	ADP Only C/Col B.
					1=NR 2=R	1,2,3
1. Policies for mutual referral of clients	___	___	___	___	66	72
2. Sharing facilities, equipment, or staff	___	___	___	___	67	73
3. Participation on interagency councils or committees	___	___	___	___	68	74
4. Joint review of funding proposals	___	___	___	___	69	75
5. Joint funding of activities	___	___	___	___	70	76
6. Mutual participation in program development activities (i.e., needs assessment, planning, evaluation)	___	___	___	___	71	77
7. Other (specify: ______________________ ______________________ ______________________)	___	___	___	___		
					07	79-80
						CARD 8
					1	1

29. From which of the following sources have members of the state CE office received training and or technical assistace in the past year? Check (✓) all that apply.

			Code	C/Col
				2-3
a.	Ball State University	☐	1=NR 2=R	4
b.	IHE CE Centers	☐		5
c.	National CE Association	☐		6
d.	State CE Association	☐		7
e.	SEA training programs	☐		8
f.	Other state agency programs	☐		9
g.	Private training agencies	☐		10

30. Please indicate below the content areas in which your office has received T/TA, the means by which T/TA was provided, and the usefulness of the assistance received.

Content	A. Asst. Rec'd. (✓)	B. Means (Check all that apply) 1. Personal Face-to-Face Consul. (✓)	2. Telephone Consul. (✓)	3. Workshop (✓)	4. Mail (✓)	C. Usefulness (Check one) 5. Not Useful (✓)	6. Useful (✓)	7. Very Useful (✓)
1. Technical assistance skills	___	___	___	___	___	___	___	___
2. Formula grant administration	___	___	___	___	___	___	___	___
3. Interagency coordination	___	___	___	___	___	___	___	___
4. Citizen Participation	___	___	___	___	___	___	___	___
5. Program management techniques	___	___	___	___	___	___	___	___
6. Financial and human resource development	___	___	___	___	___	___	___	___
7. CE philosophy and process	___	___	___	___	___	___	___	___
8. Needs assessment	___	___	___	___	___	___	___	___
9. Program planning and evaluation	___	___	___	___	___	___	___	___
10. Materials development	___	___	___	___	___	___	___	___

Code	C/Col
A. 1=NR 2=R	11-20
B.1.	21-30
B.2.	31-40
B.3.	41-50
B.4.	51-60
C. 5,6,7	61-70

		ADP Only	
		Code	C/Col
31. *Please describe the support/assistance which you have received from* the U.S. Office of Education, Community Education Program.			
a. There was virtually no interaction.	☐	1	
b. There was occasional interaction but no substantial support or assistance.	☐	2	71
c. There was considerable interaction involving support and assistance.	☐	3	
32. If any significant interaction with the U.S.O.E. Community Education Program was indicated in item 31 above (b or c was checked), please indicate the usefulness of that interaction.			
a. Not applicable	☐	1	
b. Not useful	☐	2	72
c. Useful	☐	3	
d. Very Useful	☐	4	
Additional Comments:		___	73-74
		08	79-80

THANK YOU!

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#2

FEDAC No.: S 165
Expires: 12/80

COMMUNITY EDUCATION PROGRAM
SEA PROCESS INTERVIEW GUIDE

CITY: ____
STATE: ____
RESPONDENT: ____
INTERVIEWER: ____
DATE ADMINISTERED: ____

ADP Only	
Code	C/Col
	CARD 1
2	1
___	2-3

INSTRUCTIONS TO RESPONDENT

This interview is meant to supplement the useful information you supplied in the SEA CE Activity Questionnaire, as part of our national evaluation of community education programs. The information we are gathering today falls into two broad areas: historical, organizational and operation context of the CE program; and plans and processes for future development.

Also, we would appreciate your making available to us any readily available copies of needs assessments, local program evaluations, information brochures, and anything else you think would help us understand your program better.

The information you provide will be very useful to the U.S. Office of Education in its planning for community education needs, and for making recommendations to the National CE Advisory Council, to Congress and to the field in general. This study is authorized by Law (20 U.S.C. 3281), and although you are not required to respond, your cooperation is needed to make the result of this survey comprehensive, accurate, and timely. When published, the report will not identify you or any other individual.

The interview will take about 40 minutes to complete.

	ADP Only	
A. Program Scope and Organization	Code	C/Col
1. First, could you please give me a capsule history of the state CE office?		
a. When did your SEA first begin its CE program? ____________	___	4-5
b. How did the program begin?	___	6-7
c. What other major events have occurred since its beginning?		
1.	___	8-9
2.	___	10-11
3.	___	12-13
2. Were there any local CE programs operating before the SEA program began?		
☐ Yes ☐ No	___	14
If yes, how many? ________ If no, when did the first one begin? ________	___	15-17
3. Is there a formally designated statewide CE program within the SEA?	___	18-19
☐ Yes ☐ No	___	20
a. If so, when was it designated? ____________	___	21-22
b. What act constituted this formal designation? (Check one.) CE coordinator designated ☐ CE office established ☐ Federal CE grant received ☐ State plan or policy approved ☐ CE legislation passed ☐	___	23
4. Please describe the organizational context of the CE office. Specifically:		
a. In what administrative unit is the CE coordinator located? ____________	___	24
b. To whom does the coordinator report? ____________	___	25
c. What is your official title? ____________	___	26
d. What other duties do you have in addition to CE?	___	27-28
e. What is the source of funding for your position?		
State ☐	___	29
Federal ☐	___	30
Federal/State Combined ☐	___	31
Other ☐	___	32
Comments, if any:		

	ADP Only	
	Code	C/Col
5. a. How does the location of the CE office within the formal organization of the SEA affect the development of the statewide CE system?	___	33
b. What organizational changes, if any, would you like to see in the location of the CE office in the SEA structure?	___	34
c. Why?	___	35-36
6. Let's turn to your program goals during the past year.		
a. What are two or three major accomplishments of the CE office in the past year?		
1.	___	37-38
2.	___	39-40
3.	___	41-42
b. What factors do you think contributed to the success of these efforts?		
1.	___	43-44
2.	___	45-46
3.	___	47-48

	ADP Only	
	Code	C/Col
7. On the other hand, what are two or three disappointments or setbacks, which you have had in the past year?		
a. What were they?		
1.	___	49-50
2.	___	51-52
3.	___	53-54
b. What are your reasons for these setbacks?		
1.	___	55-56
2.	___	57-58
3.	___	59-60
8. I would like to project that same question about problems into the future, and suggest a number of factors which could conceivably, negatively affect the implementation of state CE plans over the next ten-year period. What I would like you to do is to tell me if you see the factor as a likely major problem, minor problem or no problem for your future plans. (1=major problem, 2=minor problem, 3=no problem)		
____ a. Lack of availability of federal and state funding for CE activities	___	61
____ b. Lack of supportive state educational administration	___	62
____ c. Lack of ability statewide to provide training and assistance in CE	___	63
____ d. Lack of local support for the CE concept	___	64
____ e. Other (specify: ________________________	___	65
________________________________)	___	66-67

B. Program Processes

9. I would next like to ask about the strategies which you have used or plan to use to increase the number of local community education programs in the state.		
a. Of those strategies that you have used thus far, which have been most effective?		
	___	68-69
	___	70-71
b. What additional strategies do you plan to use in the next year?	___	72-73
	___	74-75
	01	79-80

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	ADP Only	
	Code	C/Col
		Card 2
10. Do you have a system by which local CE programs report on their activities to the state CE office?	2	1
☐ Yes ☐ No		2-3
a. If not, do you plan to develop such a system in the future?	___	4
☐ Yes ☐ No	___	5
b. If so, what was the original reason for the system being developed? (Check (✓) one)		
Required by state legislation or policy ☐		
Originated by the state CE office ☐		
Informal arrangement ☐	___	6
c. If so, what reporting forms are used, who collects the data, and how often is it collected? (Please provide copies of reporting forms, procedures, reports, etc.)		
	___	7-8
	___	9-10
11. a. What barriers do you see to creating a statewide system for reporting on local CE programs?		
1.	___	11-12
2.	___	13-14
3.	___	15-16
b. How might those barriers be overcome?		
1.	___	17-18
2.	___	19-20
3.	___	21-22

C. Training and Technical Assistance

	ADP Only	
	Code	C/Col
12. In item 29 of your activities questionnaire, you indicate certain sources of training or assistance which your office has received, and the general content of that training or assistance. Which of those areas of training have been most useful to your work in CE?		
a.		23-24
b.		25-26
c.		27-28
13. a. Have you provided training or technical assistance in areas in which you have received training?		
☐ Yes ☐ No		29
b. If yes, please describe.		
		30-31
14. Are there any new activities in which you engage, that you can attribute to the T/TA which you have received?		
☐ Yes ☐ No		32
If yes, please describe:		
a.		33-34
b.		35-36
c.		37-38

D. Federal/State Interactions

15. How have you used the federal program to develop CE in your state?		39-40
		41-42
		43-44

	ADP Only	
	Code	C/Col
16. a. What problems, if any, have you had in dealing with the Federal Office of CE?		
1.	___	45-46
2.	___	47-48
3.	___	49-50
No problems ☐	___	51
b. Were those problems eventually resolved?		
☐ Yes ☐ No	___	52
If yes, how?		
1.	___	53-54
2.	___	55-56
3.	___	57-58
17. I would like to finish with a general question about the future relationship of the federal government to states in the CE area. As I am sure you know, this is the final year of funding under the Community Schools Act of 1974, which was amended to become the Community Schools and Comprehensive Community Education Act of 1978. The future of federal funding of CE as authorized in the 1978 legislation will be (depending on appropriations) in state formula grants for CE activities.		
a. How do you see that change influencing the operations of your office?	___	59-60
	___	61-62
	___	63-64
b. What plans, if any, have you made for the transition?		
	___	65-66
	___	67-68
	02	79-80

#3

FEDAC No.: S 165

Expires: 12/80

COMMUNITY EDUCATION PROGRAM

OTHER SEA STAFF INTERVIEW GUIDE

INTRODUCTION TO BE READ TO RESPONDENT

This interview is a part of a study of programs funded by the U.S. Office of Education Community Education Program. The information you provide will help the U.S. Office of Education plan for Community Education needs and will be used to prepare recommendations for the National CE Advisory Council and for Congress. The results of the entire study will be available to you and others and should help Community Education improve future programs.

The interview deals with the development and operational activities of the Community Education Program administered by (insert name of CE Coordinator and office) before and during the 1979-80 funding period. Its purpose is three-fold:

(1) To inquire about the role that related SEA programs play in the Community Education Program;

(2) To determine the perceptions and level of information these programs have of Community Education; and

(3) To assess the effect of the SEA-CE program on the SEA and local CE programs in the state.

This study is authorized by Law (20 U.S.C.: 3281), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely. When published, the report will not identify you or any other individual.

Because we will be securing information from a variety of sources, we have attempted to limit the questions asked to as few as possible. It should require no more than 25 minutes to complete. (To interviewer: Data processing numbers at the far right of each page should be ignored. Please enter the following information.)

		ADP Only	
		Code	C/Col
Title of Respondent: ____________		3	1
Program Name: ____________	State: ________	____	2-4
Respondent No. ☐☐☐	Interviewer No. ☐☐	____	5-6
Date: ____________			
Length of Interview: ________ minutes			
Telephone No.: ____________			
Type of Program/Office:	☐ Adult Education	1	
	☐ Gifted and Talented	2	
	☐ Title I (ESEA)	3	
	☐ Arts and Humanities	4	7
	☐ Vocational Education	5	
	☐ Immediate supervisor of CE coordinator	6	
	☐ Upper level administrator in SEA	7	
	☐ Other (specify: ____________ ____________)	8	

ADP Only
Code | C/Col

A. Overview of Community Education

1a. What is your understanding of the CE concept?

b. Given what you know about CE, do you think it is a workable and worthwhile concept?

Workable: ☐ Yes ☐ No ☐ Don't Know ___ 8

Worthwhile: ☐ Yes ☐ No ☐ Don't Know ___ 9

2. How aware are you of the activities of the CE office in the SEA?

Not at all ☐ Some ☐ A great deal ☐ ___ 10

3. The CE program in the SEA has a variety of goals. Based on your experience and awareness (or concept) of the CE program, how would you rank these six goals for CE (1 = most important, 6 = least important; no tied ranks). (Interviewer: Show the respondent the list of goals on the separate sheet of paper.)

Rank

___ Expand the number of local community education projects ___ 11
___ Improve the quality of existing local CE projects ___ 12
___ Develop state legislation or policy to support CE ___ 13
___ Increase the awareness of the general public to the CE concept ___ 14
___ Increase citizen participation in local CE efforts ___ 15
___ Develop interagency cooperation in state level CE activities ___ 16

B. State Leadership in Community Education

4. The CE office is located within the ______________________ ______________________ within the SEA. How do you think that the location of the CE office in the formal structure of the SEA affects the development of the statewide CE system?

___ 17-18
___ 19-20

5. Based on your experience with and understanding of the CE program in the state, how much of an impact has the CE office had on each of these areas? (1 = a lot, 2 = some, 3 = none.)

a. CE concept integrated with other SEA activities _____ 21
b. SEA policies changed to support CE _____ 22
c. Resources shared between CE and other SEA offices _____ 23
d. More resources devoted to CE _____ 24

	ADP Only Code	 C/Col
6. What program areas under your supervision do you see as important parts of a statewide CE system?		
a.	___	25-26
b.	___	27-28
c.	___	29-30
7. Has anyone in the CE office contacted you about involving any of the above areas in the CE program?		
☐ Yes ☐ No	___	31
8a. Have you worked with the CE office in promoting the development of local CE programs?		
☐ Yes ☐ No	___	32
b. If yes, what development activities which you conducted jointly with the CE office have been the most effective?		
a.	___	33-34
b.	___	35-36
c.	___	37-38
C. Monitoring and Reporting Procedures		
9. What is the nature and content of information which you presently receive concerning the activities of the state CE office and local CE programs?		
	___	39-40
	___	41-42
10. What additional information concerning state CE office activities would be useful to you in your relations with the CE office?		
	___	43-44
	___	45-46
D. Long Range Development of Community Education		
11. There are a number of factors which could conceivably have a negative effect on the development of the state CE program in the next ten years. What I'd like you to do is to tell me if you see the factor as being a likely major problem, minor problem, or no problem for future CE development. (1=major problem, 2=minor problem, 3=no problem.)		
a. Lack of availability of federal and state funding for CE activities ___		47
b. Absence of a supportive state educational administration ___		48
c. Lack of ability statewide to provide training and assistance in CE ___		49
d. Lack of local support for the CE concept ___		50
e. Other (specify: ______________________ ___		51
______________________________	___	52-53

12. Our last two general questions are about the future relationship of the federal government to states in the CE area. First, this is the final year of funding under the Community Schools Act of 1974, which was amended to become the Community Schools and Comprehensive Community Education Act of 1978. The future of federal funding of CE will be (depending on future appropriations) in state formula grants for CE activities. How do you see that change influencing the operations of the State CE Office?

- Systems/procedures:
- Staff/money:

13. Finally, over the years you have probably worked with several federally supported programs and encountered a number of styles of federal-state relations. Thinking over your experience and your vision of the future of CE, what advice would you give to the federal officials as they move into the new federal state relationship brought about by the Education Amendments of 1978?

ADP Only	
Code	C/Col
___	54-55
___	56-57
___	58-59
___	60-61
___	62-63
___	64-65

#4

FEDAC No.: S 165
Expires: 12/80

COMMUNITY EDUCATION PROGRAM

COOPERATING AGENCY INTERVIEW GUIDE

INTRODUCTION TO BE READ TO RESPONDENT

This interview is a part of a study of programs funded by the U.S. Office of Education Community Education Program. The information you provide will help the U.S. Office of Education plan for Community Education needs and will be used to prepare recommendations for the National CE Advisory Council and Congress. The results of the entire study will be available to you and others and should help Community Education improve future programs.

This interview deals with the developmental and operational activities of the Community Education Program administered by the State Education Agency in your state before and during the 1979-80 funding period. Its purpose is three-fold:

(1) To inquire about the role that related agencies play in the Community Education Program;

(2) To determine the perceptions and level of information these agencies have of Community Education; and

(3) To assess the effect of the SEA-CE program on your agency and local CE programs.

This study is authorized by Law (20 U.S.C.: 3281), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely. When published, the report will not identify you or any other individual.

Because we will be securing information from a variety of sources, we have attempted to limit the questions asked to as few as possible. It should require no more than 25 minutes to complete. (Interviewer: Please enter the following information and begin the interview.)

Thank you for your assistance.

	ADP Only	
	Code	C/Col
		CARD 1
Title of Respondent: ____________________	4	1
Agency Name: ____________________ State: __________	___	2-4
Respondent No. ☐☐☐ Interviewer No. ☐☐	___	5-6
Date: ____________________		
Length of Interview: __________ minutes		
Telephone No.: ____________________		
Type of Agency: ☐ Health	1	
☐ Parks and Recreation	2	
☐ Aging	3	
☐ Human Resources	4	7
☐ Community Colleges	5	
☐ Other (specify: __________ __________)	6	
	___	8-9

230

	ADP Only Code	C/Col

A. Overview of Community Education

1. Have you or other people in your office had any contact with people in the state Community Education office?

☐ Yes ☐ No (Ask Questions #2-6) ____ 10

2. How aware are you of the activities of the state CE office?

Not at all ☐ Some ☐ A great deal ☐ ____ 11

3a. What is your understanding of the CE concept?

b. Do you think that it is a workable and worthwhile idea?

Workable: ☐ Yes ☐ No ☐ Don't Know ____ 12

Worthwhile: ☐ Yes ☐ No ☐ Don't Know ____ 13

B. Program Goals

4. What problems do you see in developing local CE programs in this state?

a. ____ 14-15

b. ____ 16-17

c. ____ 18-19

5. Assuming that the CE program expands significantly in the state, what role would you see your agency playing in that expansion?

____ 20-21

6. Based on the goals of your agency, what types of local program activities would you like to see be part of community education programs? Would your agency be willing to provide technical assistance and support to develop those programs?

Program	Provide Assistance		C/Col
a.	☐ Yes ☐ No	____	22-24
b.	☐ Yes ☐ No	____	25-27
c.	☐ Yes ☐ No	____	28-30

(IF ANSWERED NO TO #1 ABOVE, STOP HERE!)

23

	ADP Only Code	C/Col

C. Interagency Cooperation

7. What is the nature of the relationship between your agency and the state CE office?

☐ Formally defined
☐ Informal but defined
☐ Informal and exploratory
☐ Other (specify: ________________)

Code	C/Col
___	31

8. What types of cooperative arrangements have you developed with the state CE office, and for those you have developed, how useful have those arrangements been? For instance, do you have arrangements such as (Interviewer: read each item below and for those checked yes in A ask how useful and check in B.

Arrangements	A. Arrangement Developed (✓)		B. Usefulness Check (✓) One			A.	B.
	Yes	No	Not Useful (✓)	Useful (✓)	Very Useful (✓)		
a. Policies for mutual referral of clients	___	___	___	___	___	___32	___40
b. Share facilities, equipment, or staff	___	___	___	___	___	___33	___41
c. Participation or interagency councils or committees	___	___	___	___	___	___34	___42
d. Joint review of funding proposals	___	___	___	___	___	___35	___43
e. Joint funding of activities	___	___	___	___	___	___36	___44
f. Mutual participation in program development activities (e.g., needs assessment, planning, evaluation)	___	___	___	___	___	___37	___45
g. Other (specify: ________________	___	___	___	___	___	___38	___46
h. Other (specify: ________________	___	___	___	___	___	___39	___47

9. In some cases, barriers or problems may exist in establishing cooperation between agencies.

a. Do any problems or barriers exist which make cooperation between your office and the state CE office difficult? If so, what are they?

	Code	C/Col
☐ Yes ☐ No	___	48
1)	___	49-50
2)	___	51-52
3)	___	53-54

b. How do you think they might be solved?

	Code	C/Col
1)	___	55-56
2)	___	56-58
3)	___	59-60

ADP Only
Code | C/Col

D. Information Dissemination

10a. Has your office been provided with information about CE from the state CE office?

☐ Yes ☐ No ____ 61

b. If yes, in what form was the information provided?

☐ CE office newsletters ____ 62
☐ Articles in journals ____ 63
☐ Monographs and booklets ____ 64
☐ Films, slides, videotapes, etc. ____ 65
☐ Other (specify: ________________________) ____ 66

11a. Is anyone from your agency a member of the statewide CE Advisory Council or other equivalent SEA sponsored group at the state level?

☐ Yes ☐ No ____ 67

b. If yes, how does that person feel about:

1) Participating		2) Progress of the Council		Code	C/Col
Very positive	☐	Very positive	☐		
Generally positive	☐	Generally positive	☐	____	68
Neutral	☐	Neutral	☐		
Negative	☐	Negative	☐	____	69
Don't know	☐	Don't know	☐		

c. How has that participation influenced the activities of this agency?

a. ____ 70-71

b. ____ 72-73

c. ____ 74-75

12. Has anyone in your office been involved in conducting or providing information for a needs assessment for CE activities in the state?

Conducting: ☐ Yes ☐ No ____ 76
Providing Information: ☐ Yes ☐ No ____ 77

E. Program Planning and Support

01 79-80

CARD 2

4 1

13. What program areas associated with your agency do you see as important parts of a statewide CE system?

a. 2-4

b. ____ 5-6

c. ____ 7-8

14a. Has anyone in your office been involved in drafting a state plan for CE? ____ 9-10

☐ Yes ☐ No ☐ Don't know ____ 11

b. If yes, who? ________________________ ____ 12

c. What was the nature of the participation?

				ADP Only Code	C/Col
		Yes	No		
15a.	Have you seen a copy of the state plan for CE?	☐	☐	____	13
b.	If so, does the plan include involvement of your agency in CE activities?	☐	☐	____	14
c.	Are there any changes in the state CE plan which you would suggest?	☐	☐	____	15
d.	If so, what are they?				
	1.			____	16-17
	2.			____	18-19
16.	Does your agency provide any of the following forms of support to local CE programs?				
		Yes	No		
	Funds	☐	☐	____	20
	Facilities	☐	☐	____	21
	Equipment	☐	☐	____	22
	Materials	☐	☐	____	23
	Staff	☐	☐	____	24
17a.	Has your agency jointly sponsored with the state CE office any training or technical assistance events for local programs? ☐ Yes ☐ No			____	25
b.	If so, how many events were jointly sponsored? ________________			____	26-27
c.	Briefly describe the nature of the events.				
18.	One of the major elements of a statewide CE system is the development of cooperation and collaboration between the State (SEA) CE program and other related state agencies, like your own. What advice would you have for the State CE Coordinators as they work to expand such cooperation?			____	28
				____	29-30
				____	31-32
				____	33-34
				02	79-80

#5

FEDAC No.: S 165
Expires: 12/80

COMMUNITY EDUCATION PROGRAM
LOCAL COMMUNITY EDUCATION TRAINING AND TECHNICAL ASSISTANCE MAIL QUESTIONNAIRE

INSTRUCTIONS

This survey is a part of a study of programs funded by the U.S. Office of Education Community Education Program. The information you provide will help the U.S. Office of Education plan for Community Education needs and will be used to prepare recommendations for the National CE Advisory Council and Congress. The results of the entire study will be available to you and others and should help Community Education improve future programs.

This questionnaire deals with the training and technical assistance (T/TA) activities of the Community Education Program administered by the State Education Agency in your state before and during the 1979-80 funding period. Its purpose is to inquire about the type and usefulness of T/TA you have received.

This study is authorized by Law (20 U.S.C.: 3281), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely. When published, the report will not identify you or any other individual.

Because we will be securing information from a variety of sources, we have attempted to limit the questions asked to as few as possible. It should require no more than 10 minutes to complete. Data processing numbers at the right should be ignored.

Thank you for your assistance.

Completed forms should be returned within two weeks
in the enclosed postage-paid envelope to:

Community Education Study
Development Associates, Inc.
P.O. Box 28058 - Central Station
Washington, D. C. 20005

		ADP Only	
IDENTIFICATION INFORMATION (Please Complete the Information Below)		Code	C/Col
NAME: ______________________________		5	CARD 1 1
SCHOOL DISTRICT OR AGENCY: ___________________________		____	2-4
STATE: _________________________		____	5-6
I am a: (Check (✓) any that apply)		1=NR 2=R	
a. Local community education or community schools director	☐		7
b. CE building coordinator	☐		8
c. School board member	☐		9
d. CE teacher/instructor	☐		10
e. School superintendent	☐		11
f. Other school administrator (specify: __________________)	☐		12
g. Staff member of a non-school local government agency	☐		13
h. Staff member of a local private agency	☐		14
i. State education agency staff member (specify: __________)	☐		15
j. Other state agency staff member (specify: ____________)	☐		16
k. Other (specify: ______________________ ________________________________)	☐		17
I am currently (Check (✓) only one that applies to you):			
a. Involved in a local community education program	☐	1	18
b. Not involved in a local community education program	☐	2	

ADDITIONAL INFORMATION: Please provide any other information about your involvement in community education which would help us to understand your situation:

SECTION A - TRAINING AND TECHNICAL ASSISTANCE

A. Please describe the training and/or technical assistance which you have received from your state Community Education Office since January, 1980 by using the table below. Listed on the left side of the page are a number of content areas in which you might have received training and/or technical assistance. In column A, please check those content areas in which you have received training or assistance.

B. For those content areas which you checked in column A, please check in column B the means (1. personal face-to-face consultation, 2. telephone consultation, 3. training workshop) by which you received the assistance. Check (✓) all means (1,2, and 3) that apply.

C. In column C (Usefulness), please indicate how useful you think the assistance you checked in A was for you. Check only one sub-column under C.

D. Please read through the list of content areas again, and indicate in column D. those areas in which you would like training or technical assistance from your state Community Education Office in the future. You may include in your responses additional content areas not covered in the given list. Items may be checked in D even though you did not check them in A.

	A.	B. Means - Check (✓) All That Apply			C. Usefulness - Check (✓) Only One			D.
	Rec'd Asst. (✓)	1. Personal Face-to-Face Consul. (✓)	2. Tel. Consul. (✓)	3. Workshop (✓)	4. Very Useful (✓)	5. Useful (✓)	6. Not Useful (✓)	Desire Future Asst. (✓)
1. Developing Community Councils, Task Forces, Steering Committees, etc.	—	—	—	—	—	—	—	—
2. Analyzing local school or government policy or regulations relating to community education.	—	—	—	—	—	—	—	—
3. Drafting school board or interagency joint resolutions.	—	—	—	—	—	—	—	—
4. Drafting instruments for community needs assessment.	—	—	—	—	—	—	—	—
5. Designing programs based on a community needs assessment.	—	—	—	—	—	—	—	—
6. Writing proposals to fund community education.	—	—	—	—	—	—	—	—
7. Developing plans for school facility design or use of school facilities.	—	—	—	—	—	—	—	—
8. Designing programs for special populations (elderly, minorities, handicapped, etc.)	—	—	—	—	—	—	—	—
9. Developing job descriptions and qualifications for CE employees.	—	—	—	—	—	—	—	—
10. Designing and drafting instruments for evaluations of community education projects.	—	—	—	—	—	—	—	—
11. Analyzing data and writing reports on evaluations of community education projects.	—	—	—	—	—	—	—	—
12. Designing public relations or advertising material.	—	—	—	—	—	—	—	—
13. Developing project management skills.	—	—	—	—	—	—	—	—
14. Identifying funding sources for CE	—	—	—	—	—	—	—	—
15. Other (specify: ______)	—	—	—	—	—	—	—	—
16. Other (specify: ______)	—	—	—	—	—	—	—	—

ADP Only	
Code	C/Col
A. 1=NR 2=R	19-34
B.1.	35-50
B.2.	51-66
01	79-80
	CARD 2
5	1
	2-4
	5-6
B.3. 1=NR 2=R	7-22
C. 4,5,6	23-38
D. 1=NR 2=R	39-54

SECTION B - INFORMATION DISSEMINATION

A. Please describe the means by which you have received information concerning community education (besides training and technical assistance) from your state Community Education Office. Below, there are a number of ways in which you might have received information from the state office. Please check those means by which you have received information in column A. If the means of receiving information which you experienced are not on the list, please add them below the given means.

B. For those means which you checked in column A, please describe the usefulness of information received in column B 1-3. Please check only one block per row in column B 1-3 to indicate the general usefulness of information received by a particular means.

C. Please read through the list of means of information dissemination again, and indicate in column C if you would like to receive information by that means from your state Community Education Office in the future. You may include in your list additional means not covered in the given list on lines 10, 11 and 12.

	A.	B. Usefulness Check (✓) One			C.
	Rec'd Info. (✓)	1. Very Useful (✓)	2. Useful (✓)	3. Not Useful (✓)	Desire Future Info. (✓)
1. Direct mass mailings.	___	___	___	___	___
2. Speeches or presentations given at conferences or group meetings.	___	___	___	___	___
3. Booths at meetings, conferences, or conventions.	___	___	___	___	___
4. Articles in statewide journals.	___	___	___	___	___
5. State Community Education Office newletters.	___	___	___	___	___
6. Distribution of films, filmslips, slides, videotapes, and audio tapes.	___	___	___	___	___
7. Television, radio, or newspaper coverage.	___	___	___	___	___
8. C.E. handouts, brochures and other written materials.	___	___	___	___	___
9. Individual correspondence.	___	___	___	___	___
10. Other (specify: ______________________ ______________________)	___	___	___	___	___
11. Other (specify: ______________________ ______________________)	___	___	___	___	___
12. Other (specify: ______________________ ______________________)	___	___	___	___	___

ADP Only Code	C/Col
A.	
1=NR 2=R	55-66
B.	
1,2,3	67-78
02	79-80
	CARD 3
5	1
	2-4
	5-6
C.	
1=NR 2=R	7-18

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SECTION C - OTHER SUPPORT SERVICES

A. In addition to training, technical assistance, and information dissemination, please indicate below what additional forms of support and assistance you have received from your state Community Education Office. On the left are a number of types of additional support which you might have received from your state CE office. Please check in column A those types of support which you have received. Please add at the bottom other forms of support apart from those previously mentioned which you have received.

B. For those forms of support which you checked in column A, please check to indicate the overall usefulness of the particular type of support received (column B 1-3).

C. In column C, please check (✓) those areas of support which you would like to receive from your state Community Education Office in the future. You may add to the list of given types of support.

	A.	B. Usefulness Check (✓) One			C.
	Support Rec'd (✓)	1. Very Useful (✓)	2. Useful (✓)	3. Not Useful (✓)	Desire Future Support (✓)
1. Facilities for programs	—	—	—	—	—
2. Materials	—	—	—	—	—
3. Equipment	—	—	—	—	—
4. Staff	—	—	—	—	—
5. Funds	—	—	—	—	—
6. Other (specify:______________________________)	—	—	—	—	—
7. Other (specify:______________________________)	—	—	—	—	—
8. Other (specify:______________________________)	—	—	—	—	—

ADP Only	
Code	C/Col
A.	
1=NR 2=R	19-26
B.	
1,2,3	27-34
C.	
1=NR 2=R	35-42
03	79-80

#6

FEDAC No.: S 165
Expires: 12/80

COMMUNITY EDUCATION

LOCAL MONITORING DATA PROCEDURE FORM

This data form is part of a study of programs funded by the Community Education Program in the Office of Education. The information you provide will inform that office concerning local community education activities, and will be used to prepare recommendations for the National CE Advisory Council and for Congress. The results of the entire study will be available to you and others, and should help Community Education improve future programs.

This data form asks about local community education activities during the 1979-1980 funding period. Its purpose is to assess local community education activities and to determine if an efficient local monitoring system can be developed. This study is authorized by Law (20 U.S.C.: 3281), and although you are not required to respond, your cooperation will be very helpful in making the results of the data gathering comprehensive and conclusive. When published, the report will not identify you or any other individual.

In preparing the form, Development Associates has attempted to phrase items which will apply across programs, and we know that some of the questions do not reflect your primary goals or activities. We are simply asking some questions of everyone in order to document the range of different actitivities. Please read the individual instructions and answer each question as best as you can. We estimate that the form will require 90 minutes to complete. Data processing numbers at the far right of each page should be ignored. We thank you in advance for your cooperation.

Name of Person Completing Form: __________

Program Name: __________

City, State: __________

Telephone No.: __________

Reporting Period: From __/__/__ To __/__/__

Date Form Completed: __________

ADP Only	
Code	C/Col
	Card 1
6	1
__	2-3
__	4-5

We have tried to keep the form as brief and easy to complete as possible. However, should you have any questions, please call the following number collect and ask for the Project Director of the Community Education Study: (202) 387-2090.

Community Education Study
Development Associates, Inc
P.O. Box 28058
Central Station
Washington, D.C. 20005

ADP Only	
Code	C/Col

1. Demographic Data

Demographic Profile of Community Education Program (CEP)

Total population in CEP service area: ____________ 6-12

Number of schools in service area: ____________ 13-15

Number of districts served by CEP: ____________ 16

2. School Use Data

In general a community school or center is one which is the focal part of a total community program providing a variety of programs/services to all age groups on a year-round basis, 6-7 days/week, 12-18 hours/day, and which draws upon many community resources. This is distinct from buildings which simply offer space for CE programs, services, meetings or administrative offices.

Purpose of Buildings, Facilities Used by CEP	1. No. of Non-School Facilities Used by CEP*	2. No. of School Buildings Used by CEP*	1.	2.
A. Buildings Used for Community Schools/ Centers			17-19	28-30
B. Buildings Used for Classroom/Meeting Space Only			20-22	31-33
C. Buildings Used for Administrative Offices Only			23-24	34-35
D. TOTALS			25-27	36-38

*Sum of rows A, B, and C must equal entry in row D.

3. School Use

Indicate the number of days per week by time of day school facilities are used for CE program activities other than those which are part of the regular K-12 program. For example, if school facilities are used for community education activities Monday-Saturday from morning through evening, enter "6 days" in all categories; if they are used Tuesday and Thursday evenings plus Saturday and Sunday mornings and afternoons, enter "2 days" in evening (after 6 PM) and "2 days" for morning before noon and "2 days" for afternoon.

Number of days per week by times of the day school facilities are used by the CE program (other than K-12 programs)

	A. Regular School Year	B.Summer	A.	B.
Morning (before noon)			39	42
Afternoon (noon-6 PM)			40	43
Evening (after 6 PM)			41	44

ADP Only	
Code	C/Col

4. Policy Support

Indicate what type of official action, if any, has been taken by the school board and/or the local government(s) concerning community education. Local government includes city, town, county and other general purpose unit.

(Check (✓) all that apply)

	A. None	B. Specific project approval	C. General CE endorsement
School Board			
Local Government			

1=NR
2=R

A. 45,46
B. 47,48
C. 49,50

5. State and Local Funds

Indicate the amount of state, local and other funds appropriated in the form of actual cash. Separately indicate the dollar equivalent of in-kind and service contributions. Do not include money received as tuition, fees or other direct reimbursements from participants. Also, do not include value of space or other physical facilities. "Local" sources include school district, general government, other agencies, etc. "Other" might include foundations, etc. Do not include federal grants in this table.

	A. Cash Funds Appropriated for CE	B. Equivalent in Personnel, Services and Materials/ Equipment
Local	$ ______	$ ______
State	$ ______	$ ______
Other	$ ______	$ ______

A.
51-57,
58-64,
65-71,

01 79-80
Card 2
1
2-3

B. 6-12,
13-19,
20-26

6. Use the following table to indicate responses for Items 6.A. and 6.B.

A. In the past 12 months, has the CE program sponsored a written assessment of any of the following (1, 2, 3 and/or 4)?

B. To which of these has the CE program contributed?

(Check (✓) all that Apply)

	Item 6.A. Sponsored	Item 6.B. Contributed to
1. Community needs, interests, concerns		
2. Educational, cultural, recreational resources		
3. Resources available from other agencies		
4. The quality of the CE program		

1=NR
2= R

A. 27,28,
29,30

B. 31,32,
33,34

ADP Only

Code	C/Col

7. **Program Objectives**

Use the following table to indicate responses for Items 7.A. and 7.B.

A. Give a priority ranking to each of your program objectives. Please add any that are not covered in the list and write "N/A" for the listed ones which do not apply to your program. In the first column of the table, choose the objectives with the highest priority and place a "1" to the right of that objective. The 2nd highest priority should receive a "2" etc., until all applicable objectives have been given a priority. More than one objective may not have the same rank order.

"Regular instructional program" is used to mean the required school program for school age children that usually takes place between 8:30 AM and 3:30 PM. All other activities within the school or sponsored by the school are considered the "optional program."

B. In the remaining columns of this table, place a check (✓) in the appropriate column indicating the degree to which you have met your formalized objectives during the past 12 months.

ITEM 7.A. ITEM 7.B.

	Priority	(1) Met (100%)	(2) Almost Met (75%)	(3) Some Progress (50%)	(4) Little Progress (25%)	(5) Not Addressed (0%)
Coordinating existing community services/ programs						
Providing educational services/ programs to out-of-school youth and adults						
Expanding the use of schools						
Providing for the integration of, and reinforcement between, the schools' regular instructional and optional programs						
Increasing community involvement in school and other public decision-making processes						
Other Objectives (specify)						
Other Objectives (specify)						

A. 35,36, 37,38,39, 40,41

B.

1,2,3,4,5

42,43,44, 45,46,47, 48

8. For each type of CEP staff, report the number of paid personnel in each of the following categories.

Item 8. Staffing

For each type of staff (i.e., administrative/supervisory, clerical/support, etc.) report (a) the total number of full-time and part-time paid personnel, (b) the number of full-time and part-time paid personnel with academic degrees (AA, BA, MA, PhD.) in CE, (c) the total number of paid personnel who received CE training in the past 12 months and (d) the number of full-time equivalent paid personnel. Paid personnel are defined as individuals receiving monetary compensation for performing community education program services, regardless of source of funds (i.e., tuition, LEA, etc.). Staff of separate agencies (e.g., social services, YMCA, etc.) should be included only when they are under the administrative supervision of the CE director/coordinator.

In the number of full-time Equivalent Personnel column (d), convert the personnel in column (a) into an equivalent number of full-time personnel according to the formula or method used locally for determining full-time employment. Specify the formula or methods used in each category in column (e).

NUMBER OF PAID PERSONNEL BY TYPE AND AMOUNT OF TRAINING

	Col. a	Col. b	Col. c	Col. d	Col. e
	TOTAL NUMBER OF PERSONNEL (BOTH FULL AND PART-TIME)	NO. WITH ACADEMIC DEGREE OR SPECIALIZATION IN CE	NUMBER RECEIVING CE TRAINING DURING PAST YEAR	NUMBER OF FULL-TIME PERSONNEL EQUIVALENT	Indicate Formula, e.g., FULL-TIME EQUIVALENT = ___hrs/days/wks
Administrative/ Supervisory					
Clerical/ Support					
Building Coordinators					
Teachers/ Instructors					
Paraprofessionals					
TOTALS					

ADP Only

Code	C/Col
	A.49-51
	52-54
	55-57
	58-60
	61-63
	64-66
02	79-80
	Card 3
6	1
	2-3
	B. 4-6
	7-9
	10-12
	13-15
	16-18
	19-21
	C.22-24
	25-27
	28-30
	31-33
	34-36
	37-39
	D.40-42
	43-45
	46-48
	49-51
	52-54
	55-57

9. Program Boards/Councils

Report the total number of project-related boards or councils ("advisory councils," etc.), and the number of members representing each of the listed groups. Also complete the table indicating the responsibilities of the boards/councils and list major CE-related successes or tasks.

A. How many boards/councils are directly related to the CE program?

______ (number)

B. How many of each of the following are members of CE program councils?

Representative of:	Number*
CE program staff	______
Other LEA staff	______
Community agencies	______
Citizens groups	______
Private citizens	______
Business/industry	______
Other	______
TOTAL (unduplicated count)	______

*Count an individual only once.

C. Enter the number of councils for each listed level and area of responsibility.

Level of Responsibility / Area of Responsibility	A. Primary Responsibility	B. Partial Responsibility	C. No Responsibility	D. Total*
Assessing community needs/resources				
Preparing proposals for program funds				
Developing/planning educational programs				
Implementing programs/community problem-solving				
Evaluating programs				
Communications/Public relations				
Other (specify)				
Other (specify)				

*Total number of councils should be same for each row and for Item 9.A.

ADP Only

Code	C/Col
	58-59
	60-61
	62-63
	64-65
	66-67
	68-70
	71-72
	73-74
	75-77
03	79-80
	Card 4
6	1
	2-3
A. 4-5	C. 36-37
6-7	38-39
8-9	40-41
10-11	42-43
12-13	44-45
14-15	46-47
16-17	48-49
18-19	50-51
B.	D.
20-21	52-53
22-23	54-55
24-25	56-57
26-27	58-59
28-29	60-61
30-31	62-63
32-33	64-65
34-35	66-67
03	79-80

ADP Only	
Code	C/Col
6	Card 4 1 2-3
1=NR 2=R	
A. 4,5 6,7 8,9 10,11	
B. 12,13, 14,15, 16,17 18,19	E. 36,37, 38,39, 40,41, 42,43
C. 20,21 22,23 24,25 26,27	F. 44,45 46,47 48,49 50,51
D. 28,29 30,31 32,33 34,35	G. 52,53 54,55 56,57 58,59
04	79-80

10. Cooperating Community Agencies

Complete the following table with check marks (✓) indicating which types of community agencies cooperate with the community education program and the areas of cooperation. Health organizations include departments of mental health and department of mental retardation. Human Resource agencies may include job training, social services, welfare, etc.

Types of Cooperating Agencies / Areas of Cooperation	A. Health Organizations	B. Parks and Recreation	C. Aging	D. Human Resource Agencies	E. Community Colleges	F. Other (Specify)	G. Other (Specify)
Participation on Interagency Council/Joint Committees							
Mutual Referral of Clients							
Shared facilities/ equipment/materials							
Shared personnel/ volunteers for program							
Joint funding of projects							
Other (specify)							

11. Please report the following program information in Items 11.A.-D., continued to Page 9.

Item 11. Program and Participants

Report the total number of classes for courses offered during a year. These include the following three categories of courses:

General interest courses - recreation and leisure courses, arts and crafts, physical fitness, consumer education, cultural offerings, and non-credit academic courses;

Basic Educational Attainment courses - all courses which have subject matter related to education up to the twelfth grade, including GED preparation and "survival skills,"; and

Work-related courses - courses designed for training for a trade or technical career and courses to develop or upgrade professional skills.

Report each different health or social service as one service regardless of how many times it is performed (e.g., a senior citizen health clinic program would count as one regardless of how many times a year the clinic saw patients). Include preventive health and nutrition programs as well as treatment programs.

For recreational/social/cultural activities report the average number of such activities per week (e.g., if a gym is open for sports three nights a week, count it as 3, if it is open twice a month, count it as 1/2). Within a district, total the number of such weekly activities in all participating schools/locations.

For groups using CE facilities (i.e., facilities available for use because of the CE program) report the total number of different groups that have a separate existence apart from the CE program. Groups in which the CE program/staff play an integral role should be included in one of the preceding categories (e.g., as a recreational/social/cultural activity).

In counting participants, count each individual only once for each type of program/service; e.g., a person who takes several credit courses counts only once in that category and one who takes credit courses and attends recreational activities counts once in each category. Counts should be "duplicated" between A and B.

A.

Courses Offered	a. Number of Classes	Number of Participants by Age Group			
		b. Pre-School	c. K-12 Students	d. Adults (16-64)	e. Senior Citizens (65+)
1. General Interest Courses					
2. Basic Educational Attainment Courses					
3. Work-related Courses					
4. TOTAL					

ADP Only

Code	C/Col
	Card 5
6	1
	2-3
	A.
	5-7
	8-10
	11-13
	14-17
	B.
	18-20
	21-23
	24-26
	27-30
	C.
	31-34
	35-38
	39-42
	43-46
	D.
	47-50
	51-54
	55-58
	59-62
	E.
	63-66
	67-70
	71-74
	75-78
05	79-80

B.

Services Offered	a. Number of Activities	Number of Participants by Age Group b. Pre-School	c. K-12 Students	d. Adults (14-64)	e. Senior Citizens (65+)
1. Health/Social Services (average per week)					
2. Recreational/Social/ Cultural Activities (average per week)					

C. How many groups are presently using CE facilities? (average per week) ____________

D. Check (✓) if there are programs/services for the listed special needs groups.

Program/Service	Special Needs Group A. Mentally Handicapped	B. Physically Handicapped	C. Limited English Speakers
1. General Interest Courses			
2. Basic Educational Attainment Courses			
3. Work-related Courses			
4. Health/Social Services			
5. Recreational/Social/ Cultural Activities			

ADP Only

Code	C/Col
	CARD 6
6	1
	2-3
	a. 4 - 5 6 - 7
	b. 8-11 12-15
	c. 16-19 20-23
	d. 24-27 28-31
	e. 32-35 36-39
	40-41
1=NR 2=R	A. 42 43,44 45,46
	B. 47 48,49 50,51
	C. 52 53,54 55,56

12. Check (✓) whether or not the program includes the following:

	Yes	No	ADP Only	
			Code	C/Col
1. Preventive health, dental care, or nutrition activities	☐	☐	1 - 2	57
2. Activities or services designed to reduce the incidences of suspension, expulsion or other disciplinary action involving chronically maladjusted students	☐	☐		58
3. Activities or services for rehabilitation of juvenile or adult offenders	☐	☐		59
4. Parent education for care, development and education of handicapped children	☐	☐		60
5. Specialized high schools or schools within schools organized around particular interests (e.g., art, science)	☐	☐		61
6. Family education activities focused on families with children below the age of six.	☐	☐		62

13. Major Issues

Briefly list and describe any major neighborhood, community or community sub-group problems or issues that have been addressed by the CE program (i.e., required program resources such as staff and/or advisory council time) which may not be reflected in a list of classes/activities/services.

Code	C/Col
___	63-64
___	65-66

14. Regular School Program

Complete the table regarding the effects which the community education program has had upon the school's regular K-12 instructional program. Please add others not listed. If there is evidence of the CE program's contribution which is available for review by an independent evaluator, check (✓) the yes column; if not, check no. If evidence is readily available and in written or tabular form, please attach a copy of this report.

Type of Contribution	Yes	No	Description of Evidence
Increased Community-based Instructional Materials			
Increased Community Member Volunteers			
Increased Enrichment Opportunities for Students			
Increased Discretionary Funds for Teachers/Staff			
Increased Use of Community Facilities for Instruction			
Reduced School Vandalism			
Improved Student Attitudes Toward School			
Improved Community Support for Schools			
Increased Student Interaction with the Community			
Increased School Staff Interaction with the Community			
Other (specify)			

ADP Only

Code	C/Col
1-2	67
	68
	69
	70
	71
	72
	73
	74
	75
	76
	77
06	79-80

15. Below (and on the back of this form if necessary), describe what you consider to be the two or three major effects of your CE program on: (a) the school district; (b) the community; and (c) individual participants. Also, please check (✓) the type of impact each has had.

	DESCRIPTION OF EFFECT	Type of Impact (Check (✓))				
		Negative	None	Slightly Positive	Somewhat Positive	Very Positive
School District						
Community						
Individual						

ADP Only	
Code	C/Col
	CARD 7
6	1
	2-3
___	4-6
___	7-9
___	10-12
___	13-15
___	16-18
___	19-21
___	22-24
___	25-27
___	28-30
07	79-80